

MENTOR PROGRAM FOR
UNDERGRADUATE WOMEN OF COLOR

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BROOKE L. STOCHL

DR. ROGER WESSEL – ADVISOR

BALL STATE UNIVERSITY

MUNCIE, INDIANA

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ABSTRACT

CREATIVE PROJECT: Mentor Program for Undergraduate Women of Color

STUDENT: Brooke L. Stochl

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Women of Color have been historically disadvantaged in American higher education. This subpopulation is at risk for decreased retention rates and increased feelings of imposter syndrome at the university level. To combat this, institutions of higher education must design programs and interventions that increase institutional commitment and sense of belonging for Women of Color. A three-phase mentor program is proposed in this project to ensure Women of Color persist to graduation. The three phases of the program will foster a sense of belonging, offer visibility, and increase personal and professional development.

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CHAPTER ONE: INTRODUCTION

At the inception of higher education, women were educationally disadvantaged. In recent years, there has been a stark increase in enrollment and degree attainment for females (Zamani, 2003). While enrollment and degree completion has increased for women, changes must be made to increase gender equity in higher education. Past exclusion of women has contributed to depleted interests in competitive academic settings that were historically predominantly male (Bielby, Posselt, Jaquette, & Bastedo, 2014). In addition to gender, race, ethnicity, and socioeconomic status caused exclusion from higher education in the past.

The American system of higher education has been historically dominated by males and predominantly White (Cobb-Roberts & Agosto, 2011). Undergraduate Women of Color are members of two groups that have been historically underrepresented in higher education and require more attention and support to persist to graduation. Retention, self-efficacy, confidence, and skill development is increased when students participate in a mentor program. In addition to these benefits, Women of Color will gain a sense of belonging at a Predominately White Institution (PWI) through their mentor's investment in their success and the connections built with their peers. Women of Color are more likely to graduate with a degree if they develop a sense of belonging and institutional commitment during their undergraduate career.

Statement of Purpose

The purpose of this project was to develop a mentor program to ensure undergraduate Women of Color at PWIs are provided the opportunity to achieve a sense of belonging and to increase involvement in professional, community, and societal spheres.

Significance of the Project

Women of Color belong to two groups that have been historically disadvantaged in higher education, which often leads to a level of invisibility and development of imposter syndrome. This complex intersectionality calls for increased attention and support for undergraduate Women of Color. Through the program proposed in this project, Undergraduate Women of Color will receive a mentor, participate in group settings, and serve as a mentor. There are unparalleled benefits for students who serve as both mentors and mentees. This program will increase academic success, retention, professional development opportunities, social skills, and institutional commitment for Women of Color.

The three phases of the program will foster a sense of belonging, offer visibility, and increase personal and professional development. In the first phase of the program, participants will be members of a cohort. The monthly (i.e., occurring once a month) cohort meetings will consist of topics to further personal, leadership, and professional development. During the second phase, participants will be paired with mentors in the higher education community who will serve as role models and offer an opportunity for the mentees to participate in a higher level of learning. In the third phase, participants will serve as mentors for Phase One participants. This will allow students to mature, change, and develop while serving as mentors. Undergraduate Women of Color at PWIs would benefit immensely from this mentor program that is designed to foster their personal and professional development.

Scope and Limitations

This mentor program was purposefully constructed to be completed in a sequence of three phases. In order to benefit fully from the program, students must participate in all three phases from start to finish. The third and final phase entails students serving as mentors for participants in Phase One. This is a limitation for the first two cohorts of the mentor program, as

there will not be any students in Phase Three to serve as mentors. Further, the program would not be a requirement. As this is a program students will need to opt into, the program may experience low levels of participation and retention. Low rates of retention and completion would lead to complications with useful program assessment.

Definition

Women of Color – women who are Black, Hispanic/Latina/o, Asian/Pacific Islander, American Indian/Alaska Native, or Multiracial (Delgado-Guerrero, Cherniack, & Gloria, 2014).

Organization of the Paper

This paper is organized into four chapters. In chapter one, the project is introduced, the purpose is identified, and the significance of the project is explained. Additionally, the scope and limitations, definitions, and a detailed organization of the paper are defined in chapter one. Chapter two includes a review of related literature that overviews social cognitive theory, mentor programs, and women in higher education. The methodology and framework of the mentor program is outlined in the third chapter. To conclude, the fourth chapter will describe the execution of the program.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

Project Summary

Women of Color have been historically disadvantaged in American higher education. This subpopulation is at risk for decreased retention rates and increased feelings of imposter syndrome at the university level. To combat this, institutions of higher education must design programs and interventions that increase institutional commitment and sense of belonging for Women of Color. A mentor program for undergraduate Women of Color is proposed in this project. The program consists of three phases which offer multifaceted benefits for participants. The phases are designed to encourage a sense of belonging, institutional commitment, personal development, and professional development.

Theoretical Construct

Bandura's (1971) social cognitive theory is a common foundation of mentor programs in higher education (Lyons & Pastore, 2016). Learning is a result of direct experience or from observing other people's behavior (Bandura, 1971). Individuals learn from the resulting consequences or rewards of direct experiences. While some of the actions that are chosen are unsuccessful, others generate positive results. This process of differential reinforcements leads effective approaches to be retained while ineffective approaches are discarded. Reinforcement leads individuals to discover what actions they must take to benefit or avoid punishment. Through the process of learning, individuals gain insight into anticipated consequences which result from assorted actions. Although reinforcement is a sound method for regulating learned behaviors, it is not an effectual way of generating behaviors.

Knowledge can be expanded, and skills can be developed, by observing other's behavior as explained by social cognitive theory (Wood & Bandura, 1989). The process of observational

learning expands knowledge and skills by observing behavior from modeling influences (Grusec, 1992). Observational learning is influenced by attentional, representational, behavioral production, and motivational processes (Bussey & Bandura, 1999). Attentional processes affect what is selectively observed and what information is extracted (Wood & Bandura, 1989). To learn, an observer must pay attention to events that are modeled (Grusec, 1992). Individuals cannot be influenced by what they observe from models, if they do not remember what was experienced (Wood & Bandura, 1989). Cognitive representational processes consist of symbolic transformation of the modeled information which leads to retention. Information must be retained in the observer's memory for learning to occur (Grusec, 1992). Symbolic portrayals must be transformed into actions like the behavior that was initially modeled for cognitive representational processes. There must be incentive for the observer to perform the modeled behavior. Individuals are most likely to perform modeled actions that had positive rather than negative outcomes, which aligns with the motivational processes of social cognitive theory (Wood & Bandura, 1989).

Bandura's (1971) social cognitive theory explains how individuals function cognitively in relation to their social experiences (Grusec, 1992). Behavioral, cognitive, and environmental factors influence each other in a model of reciprocal determinism within social cognitive theory (Wood & Bandura, 1989). "Expectations, self-perceptions, goals, and physical structures direct behavior, with the results of that behavior having an impact on those cognitions and biological properties" is a further explanation of the bidirectional relationship within social cognitive theory (Grusec, 1992, p. 782). The conceptual framework presented acknowledges the correlation between the individual, behavior, and environment. However, social cognitive theory distinguishes between imposed environment, selected environment, and constructed environment

(Bussey & Bandura, 1999). Whether individuals like it or not, conditions are forced upon them in an imposed environment. The selected environment is established when an individual activates the environment based on their course of action. Environments can be constructed when individuals form an environment with generative efforts.

The development of cognitive skills related to acquiring and utilizing knowledge for varying purposes is an intended outcome of human learning (Wood & Bandura, 1989). Bandura argued that learning takes place when actions and behaviors of role models are observed (Lyons & Pastore, 2016). To develop social, intellectual, and behavioral competencies modeling has been utilized (Wood & Bandura, 1989). The three elements of successful modeling are (1) conveying basic competencies through modeling appropriate skills, (2) guided skill mastery, and (3) an opportunity for self-directed success. Modeling is an extremely influential method of transferring patterns of thought and behavior (Bussey & Bandura, 1999). Higher level of learning is achieved by observing rules and structures embodied in modeled activities. New patterns of behavior can be created once an individual understands the underlying rules and structures of modeled activities. Social cognitive theory characterizes learning from models as modeling, rather than mimicking or imitation.

Mentor Programs

Mentor programs offer opportunities for students to engage in practical and conceptual learning (Slaughter-Defoe & English-Clarke, 2010). There is a large variation of structures, goals, parameters, and organization of mentor programs (Goff, 2011). In this section structures, factors, and benefits of mentor programs in higher education are explored.

Effective mentor programs are established around mentor-mentee developmental relationships (Shojai, Davis, & Root, 2014). Effective developmental relationships are defined

as including “attachment, reciprocity, progressive complexity, and balance of power” (p. 31). Mentors are supportive of their mentees, assist in various forms of development, and serve as role models (Goff, 2011). A successful model of mentoring supports social-emotional, cognitive, and identity development of participants (Deutsch, Reitz-Krueger, Henneberger, Futch-Ehrlich, & Lawrence, 2017). Faculty members, professionals, alumni, and peers often serve as mentors to undergraduate students (Krueger, 2016; Poor & Brown, 2013). Retention, self-efficacy, and confidence have been found to increase when undergraduate students are mentored by professionals (Poor & Brown, 2013). Peer mentoring allows students to gain a sense of belonging and social support in addition to skill development and access to campus information (Gunn, Lee, & Steed, 2017). Undergraduate students gain insight from alumni mentors regarding degree utilization after graduation in addition to alumni knowledge of the campus environment (Poor & Brown, 2013). Mentors are suggested to be proactive, assertive, and non-judgmental (Hughes, Welsh, Mayer, Bolay, & Southard, 2009). This allows mentors to maximize their experience in addition to being accepted by mentees.

Incentive, accountability, and curricula are also commonly found in mentor programs, but are not influential without developmental relationships (Shojai et al., 2014). After a strong developmental relationship foundation has been established, other missions of mentor programs can be explored. Academic success, retention, professional development, and increased social skills are often standard goals of mentor programs (Deutsch et al., 2017; Goff, 2011; Gunn et al., 2017; Krueger, 2016). Group mentoring has been found to improve students’ social skills with their peers (Deutsch et al., 2017). Through a combination of one-on-one and group mentoring social-emotional, cognitive, and identity development is supported.

If goals and outcomes are achieved, there are unparalleled benefits for those involved in mentor programs. As participants, students have a mentor who is willing to invest in their development (Lyons & Pastore, 2016). After participating in a mentor program, mentees can expect to develop personally and professionally (Gunn et al., 2017). Positive guidance from mentors can lead to academic, relational, and self- concept outcomes to be achieved by students (Deutsch et al., 2017). Close mentoring relationships have been found to positively affect academic performance (Bayer, Grossman, & DuBois, 2015; Shojai et al., 2014). Students who participate in mentor programs have a higher grade point average (GPA) after successful program completion (Shojai et al., 2014). Additionally, mentored students have a higher graduation rate than students who did not participate in a mentor program. Other benefits of mentor programs include new relationships, higher self-esteem, normalized experiences, ease of transition, and institutional commitment (Deutsch et al., 2017; Goff, 2011; Poor & Brown, 2013). While there are obvious benefits for mentees, mentors also have opportunities to mature, change, and develop (Slaughter-Defoe & English-Clarke, 2010). Mentors have been found to gain “deeper insight into their mentees and into themselves as caregivers and teachers” (p. 83). Maturation of a mentor can include shifts in beliefs, perspectives, and outlooks. Mentor development is crucial to the success of mentor programs.

Mentor programs are often developed for students who are in extra need of assistance to reduce student attrition in higher education (Gunn et al., 2017; Krueger, 2016). Developmental relationships established in mentor programs serve as an intervention for at-risk college students (Shojai et al., 2014). Utilizing gender, race, or ethnicity to determine mentor/mentee pairs does not affect the success of the relationship (Hughes et al., 2009). Mentor programs offer a sense of belonging for students and are often established to improve the campus climate for at-risk

populations (Poor & Brown, 2013). Underrepresented and minority students who participate in mentor programs are more likely to graduate with a degree.

Women in Higher Education

Individuals who were once excluded from higher education because of their race, ethnicity, gender, or socioeconomic status have been enrolling at increasing rates (Zamani, 2003). Female success in higher education is not at the expense of males as the likelihood of degree attainment for women and men is at an all-time high (Allan, 2011). Apart from doctoral degrees, women have become the majority in degree attainment. The history of women in higher education, women's colleges, female faculty members and administrators, and intersectionality are explained in the following section.

At the time of the inception of American higher education, women were not considered prospective students while young men were to continue their education to become members of the clergy and government leaders (Allan, 2011). Prior to the Civil War, women were educationally disadvantaged (Zamani, 2003). In 1862, the Morrill Act expanded coeducational opportunities in American higher education (Allan, 2011). Women were provided more options to continue their education and by 1910 women made up 35 percent of college students. The passage of Title IX, which prohibited sex discrimination in higher education, made 1972 a revolutionary year for women and their educational advantages. The number of women in higher education has increased rapidly since 1972 (Bielby et al., 2014). For approximately 30 years, women have been enrolling in higher education at a faster rate than men (Zamani, 2003).

The educational gender gap has a different meaning than it did forty years ago (Bielby et al., 2014). Females are scoring higher than males on standardized tests in grade school, earning higher grades in high school, and are completing their higher education at greater rates than

males. While higher education enrollment and completion rates have increased for women overall, they continue to be underrepresented at elite institutions. Female underrepresentation in these institutions has been explained by “gender disparities in (a) pre-collegiate academic achievement, (b) the applicant pool, and/or (c) through gender-sensitive admissions that favors men” (p. 738). Additionally, elite institutions reflect the influences of being historically male which could lead to sexual-discrimination and therefore further underrepresentation of women. The past exclusion of women from elite institutions can also contribute to women’s depleted interest in academic settings which were established for men. To maintain the balance between men and women enrolled at institutions, officials may offer admission to males who are less qualified than their female counterparts (Allan, 2011).

Education continues to be gendered and changes are required to enable equal opportunities for women (Gallant, 2014; Zamani, 2003). While women are represented in higher education, this is only one step in developing gender equity and inclusion (Bielby et al., 2014). Educated women are more likely to engage in social change; therefore, educating women is the most reliable opportunity to disrupt the cycle of gender inequity in higher education (Skjortnes & Zachariassen, 2010). While enrollment numbers for women to continue their education have increased, this is not the whole picture of gender equity (Allan, 2011). Enrollment numbers do not encompass the level of representation of women among faculty and administrators in higher education.

Women do not advance in academia at comparable rates to men and the number of female administrators is appallingly low (Allan, 2011; Wolfinger, Mason, Goulden, 2008). Their careers do not suffer because they are women, but because they marry and have children (Wolfinger et al., 2008). This has been explained by “dual-career issues and childrearing

obligations as affecting women's struggles to achieve equality in academia" (p. 401). Another perpetuation of inequality in higher education is the likelihood of organizations to choose individuals who are like those they are replacing, also known as similarity attraction (Gallant, 2014). Women leaders are viewed as nurturing, communicators, and relationship focused. If a woman is only associated with soft skills and does not adjust her behavior to the masculine leadership culture, she is less likely to be revered in the male-dominated workplace.

While higher education has been historically male dominated, it has also been predominantly White (Cobb-Roberts & Agosto, 2011). Female students and faculty of color are abysmally underrepresented in higher education (Rankins, Rankins, & Inniss, 2014). It is important to recognize the intersectionality of race and gender for Women of Color (Allan, 2011). As members of two groups that have been disadvantaged in higher education, Women of Color are often invisible in colleges and universities (Zamani, 2003). This complex intersectionality leads to a need for more attention and support in higher education. Being a Woman of Color converges two forms of oppression; therefore, inequity is particularly oppressive for Women of Color. As higher education is a microcosm of society, it reflects and reinforces the strengths and flaws. In society, Women of Color have customarily followed White men, White women, and Men of Color in importance and standing. Women of Color are also preceded in significance in higher education as they suffer the consequences of gender and racial bias.

Colleges for women were founded to offer educational advantages for women prior to the Civil War (Zamani, 2003). When these colleges were founded, White women were benefited more than Women of Color due to the cost of attendance. Historically Black colleges and universities (HBCUs) and women's colleges have been found to have the most affirmative

impact on Women of Color. Development, academic performance, and mobility are positively influenced when Women of Color attend colleges for special populations (i.e., women's colleges, HBCUs, etc.). Additionally, at the core of these colleges are opportunities for Women of Color to achieve self-actualization that are seldom offered in other contexts. To effectively educate Women of Color at PWIs, faculty and administrators must understand the special concerns and needs of women of color. Despite increased enrollment, Women of Color are still disproportionately represented at PWIs (Morales, 2008). Additionally, Women of Color face difficulties with campus integration, endure more stress, and experience greater social opposition to their achievement.

Summary

Mentor programs are often developed in higher education settings to increase academic performance and professional development of at-risk populations (Deutsch et al., 2017; Goff, 2011; Gunn et al., 2017; Krueger, 2016). Additionally, mentor programs are established to lower attrition rates (Gunn et al., 2017; Krueger, 2016). Women were historically disadvantaged and underrepresented as students in higher education (Zamani, 2003). While enrollment has increased for White women and Women of Color, the level of diversity has also improved in higher education. Unfortunately, higher education does not mirror the levels of diversity found in society. It is evident there are formal and informal barriers to persistence for Women of Color in higher education because of the convergence of two forms of oppression. Undergraduate Women of Color would benefit immensely from a mentor program designed to foster a sense of belonging, offer visibility, and increase personal and professional development.

CHAPTER THREE: METHODOLOGY

Undergraduate Women of Color are members of two groups that have been historically underrepresented in higher education and require more attention and support to persist to graduation. This complex intersectionality calls for increased attention and support for undergraduate Women of Color. Women of Color are more likely to graduate with a degree if they develop a sense of belonging and institutional commitment during their undergraduate career. Through the program proposed in this project, Undergraduate Women of Color will receive a mentor, participate in group settings, and serve as a mentor. There are unparalleled benefits for students who serve as both mentors and mentees. This program will increase academic success, retention, professional development opportunities, social skills, and institutional commitment for Women of Color. In addition to these benefits, Women of Color will gain a sense of belonging at a PWI through their mentor's investment in their success and the connections built with their peers. The statement of purpose, methodology, and framework of the mentor program is outlined in the following sections.

Statement of Purpose

The purpose of this project was to develop a mentor program to ensure undergraduate Women of Color at PWIs are provided the opportunity to achieve a sense of belonging and to increase involvement in professional, community, and societal spheres.

Methodology

Prior to developing the mentor program for undergraduate women, a review of literature was conducted to comprehend the challenges this subpopulation faces in higher education. The literature review examined social cognitive theory, mentor programs, and women in higher education. After reviewing the related literature, the focus of the project was amended to

concentrate on Women of Color, rather than all undergraduate women. This information was gathered from a variety of sources which included peer-reviewed journal articles, books, magazines, and ERIC documents. This comprehensive review of related literature served as the foundation for the development of the program. Next, mentor programs for undergraduate women offered at other higher education institutions were examined. Information was gathered from institution websites in addition to interviews of administrators. The information gathered included program design, impact, and goals. Then, undergraduate Women of Color at Ball State University were interviewed to gain a deeper understanding of the subpopulation and what program components would have been effective for personal development.

Design of the Program

The Mentor Program for Undergraduate Women of Color was designed for several reasons. First, Women of Color have been historically disadvantaged in higher education. This leads to a level of invisibility and imposter syndrome causing lower rates of persistence to graduation. Through participation in a mentor program, undergraduate Women of Color will gain a sense of belonging, increased involvement in the campus community, and enhanced personal and professional development.

The mentor program will be offered in a three-phase program designed to be taken in sequential order. Due to the sequential nature of the program (e.g., participants must complete Phase One prior to moving onto Phase Two), participants may not be enrolled in more than one phase of the mentor program at any given time. Upon successful completion of Phase Three, participants will have completed the three-phase mentor program. Each phase will occur over the span of two semesters (e.g., Fall and Spring, Spring and Fall) to ensure optimal connections are made between participants and/or mentees and mentors. From beginning to end, students

will have participated in the mentor program for six semesters (see Appendix A for an example timeline). To ensure that the participants are fully supported in their development and are able to connect with their peers, no more than 25 participants will be allowed in a single phase at one time. While it is dependent upon the institution of implementation, this program has been intended to be administered by an office of student development, leadership development, or student activities. This program could also be implemented within a multicultural or women's center, dependent upon the institution at which it is executed. The administrators who run the program are responsible for the recruitment of both participants and mentors. Program participants and mentors will be recruited through campus-wide emails, individual "nomination" emails, involvement fairs, and open-house style information sessions.

While each phase is distinct, there will also be intentional overlap of topics to ensure the continued, holistic development of the participants. Phase One will consist of monthly cohort meetings that cover personal development topics. The second phase will utilize mentors in the higher education community who will cover professional development topics and build relationships with their mentees. In the third phase, the participants (i.e., students who were mentees in prior phases) will serve as mentors to Phase One participants. Additionally, Phase Three participants will have the opportunity to present topics at the cohort meetings in collaboration with the professional staff who administer the mentor program. In the subsequent sections, each phase of the mentor program is described in further detail.

Phase One: The Cohort

The initial phase will consist of topics to further personal, leadership, and professional development. This will be achieved through monthly cohort meetings throughout a semester. Eight cohort meetings will occur each semester; every cohort meeting will emphasize one topic

related to personal, leadership, and/or professional development. Topics to be covered in Phase One include: self-awareness, time management, communication skills, relationship building, assertiveness, leadership, difficult conversations, and personal finance. Professional staff at the university and, eventually, Phase Three participants, will cover these topics. Additionally, to ensure a sense of belonging is achieved team builder activities will be utilized at each meeting to encourage connection among the cohort members.

Phase Two: The Mentee

In the second phase of the program, participants will be paired with a mentor in the higher education community. Female faculty members and professional staff will be recruited to serve as mentors. Due to the subpopulation focus (i.e., undergraduate Women of Color) of the program, it is preferable that Professionals of Color serve as mentors to the participants. The mentors will serve as role models and offer mentees opportunities to participate in a higher level of learning. This will be accomplished through monthly mentor-mentee meetings that cover assigned topics. These topics include: stress management, career exploration, interviewing, passion, leadership, self-awareness, problem solving, and wellness. While some of the topics will be new to the participants, some meetings will serve as extensions to what was achieved during Phase One. Additionally, participants will engage in monthly cohort meetings. These meetings will encourage the participants to remain connected with their cohort and offer an opportunity to debrief mentor-mentee interactions.

Phase Three: The Mentor

During Phase Three, participants will be paired with Phase One participants. To serve as a mentor, participants must be an upperclassman. This will ensure that the mentor-mentee pairing is beneficial to the Phase One participants. In this role, the Phase Three participants will

serve as a guide to life at the university during monthly mentor-mentee meetings. Additionally, Phase Three participants will be offered opportunities to teach Phase One cohort sessions alongside professional staff. This phase will allow participants to mature, change, and develop as they take on the mentor role. As a mentor, participants will gain insight into themselves as teachers.

Summary

Overall, the mentor program for undergraduate Women of Color will foster a continued sense of belonging, personal growth, and professional development. The complex intersectionality of Women of Color leads to an increased need for attention and support, which this program will provide. By presenting a mentor program designed specifically for undergraduate Women of Color at PWIs, retention and student success will increase. This can be attributed to the increased sense of belonging established from peer connections and mentor investment. While each phase will further the participants' institutional commitment, it will also aid in readiness for graduation. All topics covered throughout the mentor program will be applicable to both higher education and societal settings.

CHAPTER FOUR: MENTOR PROGRAM FOR UNDERGRADUATE WOMEN OF COLOR

Project Summary

Women of Color have been historically disadvantaged in American higher education. This subpopulation is at risk for decreased retention rates and increased feelings of imposter syndrome at the university level. To combat this, institutions of higher education must design programs and interventions that increase institutional commitment and sense of belonging for Women of Color. A mentor program for undergraduate Women of Color is proposed in this project. The program consists of three phases which offer multifaceted benefits for participants. The phases are designed to encourage a sense of belonging, institutional commitment, personal development, and professional development.

The design of this project includes the following items:

- Phase One: The Cohort, page 27.
 - Participant recruitment, page 27.
 - Timeline, page 27.
 - Session One: Meet the cohort, page 28.
 - Session Two: Self-awareness, page 32.
 - Session Three: Time management, page 36.
 - Session Four: Service project and semester wrap-up, page 40.
 - Session Five: Personal finance, page 41.
 - Session Six: Leadership and assertiveness, page 45.
 - Session Seven: Difficult conversations and communication skills, page 50.
 - Session Eight: Etiquette dinner, page 54.
- Phase Two: The Mentee, page 58.

- Mentor recruitment, page 58.
- Timeline, page 58.
- Topic One: Self-awareness, page 59.
- Topic Two: Stress management, page 61.
- Topic Three: Passion, page 63.
- Topic Four: Problem solving and semester wrap-up, page 64.
- Topic Five: Wellness, page 66.
- Topic Six: Leadership, page 67.
- Topic Seven: Interviewing, page 69.
- Topic Eight: Career exploration and Phase Two wrap-up, page 70.
- Phase Three: The Mentor, page 71.
 - Timeline, page 71.
 - Mentor Meeting Topics, page 72.
 - Facilitating at Phase One, page 72.

Phase One: The Cohort

Phase One will consist of monthly cohort meetings to further personal, leadership, and professional development of participants. To ensure a sense of belonging is achieved, team builder activities will be utilized at each meeting to encourage connection among the cohort members.

Participant Recruitment

Participants will be recruited for Phase One through campus wide emails, nominations, involvement fairs, and an open house style information session. Campus wide emails will be sent to undergraduate students through the campus-wide email system. Nominations will be requested via campus wide emails to faculty and staff; once students are nominated, they will receive an individualized email. Administrators will host a table at an involvement fair to connect with potential participants while sharing program information and benefits. During the involvement fair, administrators will also share information about the open house (see Appendix B for a sample handout). The open house will be a short informational session that overviews the program in its entirety and the benefits of participation (see Appendix C).

Timeline

Phase One will occur over the span of two semesters (e.g., Fall and Spring, Spring and Fall) to ensure optimal connections are made between participants. While Phase One is a two-semester program, a new cohort will begin each semester (see Appendix A). The monthly design allows for program administrators to transition between cohorts.

The timeline for Phase One sessions is as follows:

- Semester One
 - Session One - **Meet the Cohort**

- Session Two - **Self-Awareness**
- Session Three - **Time Management**
- Session Four - **Service Project and Semester Wrap-Up**
- Semester Two
 - Session Five – **Personal Finance**
 - Session Six – **Leadership and Assertiveness**
 - Session Seven - **Difficult Conversations and Communication Skills**
 - Session Eight - **Etiquette Dinner**

Session One: Meet the Cohort

Purpose. The purpose of the meet the cohort session is to provide a descriptive overview and introduce the participants to the administrators of the program. This session will also begin fostering connections between all members of the cohort.

Resources.

Nottingham Trent University Icebreakers Guide. (n.d.). Retrieved from

https://www4.ntu.ac.uk/adq/document_uploads/running_a_course/187450.pdf

Icebreakers for College Students. (2014). Retrieved from

<https://icebreakerideas.com/icebreakers-college-students/>

Learning Outcomes. From this session participants will learn:

- the topics that will be covered in Phase One,
- more about the requirements to complete Phase One,
- more about the benefits of participating in the mentor program,
- how to begin building connections with their fellow cohort members, and

- about the administrators who will assist them during their time in the mentor program.

Presentation Outline.

- Introduction and overview
 - Presenters introduce themselves, their role with the mentor program, and the purpose of the session.
 - *Icebreaker: Juggling Balls*
 - **Equipment needed:** three balls for participants to toss to one another.
 - **Approximate length of activity:** five to ten minutes.
 - **Instructions:** Have participants form a circle and introduce themselves to the entire group. Then, explain that they will be passing a ball around the group by making eye contact with another participant, calling their name, and then tossing the ball underarm to them. Begin by passing the ball around the group from one person to the next. If the ball is dropped, the group must restart and follow the established path. Once the group has the hang of it, introduce the second ball and then the third. As facilitator, make sure that everyone has a turn and is included.
- Phase One
 - Purpose
 - Phase One will further personal, leadership, and professional development through each cohort meeting session. Additionally, you

will have the opportunity to get and remain connected with your peers, professionals, and the college as a whole.

- In the first semester of Phase One we will cover:
 - Self-awareness, student life, time management, personal finance, wellness, communication skills, service project and semester wrap-up.
- In the second semester of Phase One we will cover:
 - Relationship building, assertiveness, leadership, difficult conversations, collaboration, diversity and inclusion, etiquette dinner, and Phase One finale.
- Transition to Phase Two
 - After completing both semesters of Phase One, you will transition to Phase Two. In the second phase, you will be paired with a mentor who is a professional at the institution. Additionally, you will continue to meet with your cohort. In the cohort meetings, you will have the opportunity to talk about your experiences with your mentor and your journey at the institution.
- Cohort connections
 - The importance of connecting with cohort members:
 - Connections with fellow cohort members are crucial to your success in the program.
 - Building relationships with peers offer opportunity for social support, skill development, and access to campus information.
 - How to connect with fellow cohort members:

- Be engaged and present.
 - Participate fully in all activities.
 - Have conversations with each other and talk to different members each session.
- *Activity: The Reception Line*
- **Equipment needed:** conversation topics (see Appendix D).
 - **Approximate length of activity:** 15 to 20 minutes.
 - **Instructions:** Divide participants into two groups and have them stand facing each other. Choose a topic for the participants to discuss with the person across from them until signaled to move. The person at the end of one line moves to the other end to ensure everyone has a new person with whom to talk.
- *Activity: Human Bingo*
- **Equipment needed:** human bingo cards (see Appendix E).
 - **Approximate length of activity:** 20 minutes.
 - **Instructions:** Hand out a human bingo card to the participants. To fill a box, the participants must find someone in the room that had the identifier listed. For example, one of the headings is 'Left Handed' they must find someone in the room who is left handed and write their name in the box. Each box must have a different person's name. Some of the boxes have an asterisk, in these instances the person must actually demonstrate that they can do what is asked for. The first person back to the front with all their boxes filled in is the winner.

- Closing remarks and questions
 - The “One-Minute Paper” (Appendix F).
 - At this time, students will be allowed to ask any questions they may have regarding Phase One and the mentor program.

Session Two: Self-Awareness

Purpose. The purpose of the self-awareness session is to introduce participants to the importance of self-awareness and provide opportunities for self-reflection. This session will also offer opportunities for members of the cohort to continue fostering connections and a sense of belonging with their peers.

Resources.

Goleman, D. (1995) *Emotional intelligence: Why it can matter more than an IQ*. New York:

Bantam Books.

Maccanico, L. (2017) *When I look into the mirror: A self-esteem builder and diary for Women of*

Color. Phoenix, AZ: Richer Press.

Module #1: Self-Awareness and Self-Knowledge. (n.d.). Retrieved from

https://www.aspira.org/sites/default/files/U_III_M_1_SA.pdf

The 5-Minute Personality Test (1999). Retrieved from

mrfarshtey.net/Psychology/5minute_personality_test.doc

Learning Outcomes. From this session participants will learn:

- the importance of self-awareness,
- how to participate in self-reflection,
- their personality type, and

- how self-awareness is beneficial in personal settings, the workplace, and in group projects.

Presentation Outline.

- Introduction and overview:
 - Administrators share the plan and purpose for the session.
 - *Activity: My Identity*
 - **Equipment needed:** dice, music, five copies of statement cards, and set-up diagram (see Appendix G and Appendix H).
 - **Approximate length of activity:** 15 minutes.
 - **Instructions:** Split participants into groups of four to six. Each participant will begin by standing next to a statement card. Once the music begins, the participants will begin walking in a circle. When the music stops, the participants must pause where they are which must be at a statement card. Once the participants are paused, the facilitator will roll the dice. The participants who are standing at the corresponding number/statement will share with their group (i.e. number six is “I am...” and the participant shares a true statement with their group beginning with “I am...”). Once all participants on the corresponding number have shared with their group, the music and movement will begin again, and the process will repeat. This activity will continue as time allows.
- Self-awareness

- Self-awareness is having a clear perception of your personality. Someone who is self-aware understands their strengths, weaknesses, thoughts, beliefs, motivation, and emotions.
- Self-awareness allows you to understand other people. Additionally, it allows you to understand how others perceive you, your attitude, and your behavior.
- Once someone is self-aware, they gain the ability to manage thoughts, behaviors, and emotions. Self-awareness is important because it offers you the opportunity to act consciously, rather than reacting passively. Achieving self-awareness leads to success.
- You can use self-awareness to take control of your emotions and behavior. Additionally, once you are more self-aware, you will be able to gain insight into other's and situations in general.
- The Johari Window
 - Show YouTube Video.
 - https://youtu.be/oxvYeb_RsZE
 - Handout a copy of Johari's Window to participants (see Appendix I).
- Personality assessment
 - Participants will complete the 5-minute personality test (see Appendix J).
 - Participants will be given an informational handout regarding the 5-minute personality test (see Appendix K).
 - Overview 5-minute personality test:
 - Dominant personality type.
 - Sub-dominant personality type.

- Lions.
- Otters.
- Golden Retrievers.
- Beavers.
- **Debrief:**
 - Why did we do this? Do you feel this is accurate? Please explain. How can you use this information in the future? How can this knowledge be utilized in personal, school, and professional situations?
- *Activity: “Who am I?”*
 - **Equipment needed:** “who am I?” handout (see Appendix L).
 - **Approximate length of activity:** 40 minutes.
 - **Instructions:** Give participants the “Who am I?” handout. Ask the participants to write three words describing who they are (example, teacher, mother, wife). Ask for volunteers to share their responses. Ask how many of them are status-oriented and how many are value-oriented.
 - **Debrief:**
 - Engage in discussion based on the responses on status-oriented (student, husband, father, daughter, son, catholic) and value-oriented (affectionate person, caring, loving, free, generous) responses.
 - Explain that neither of these two types is necessarily better than the other and that up to 30 or 40 years ago, most people defined themselves in terms of their jobs.

- Closing remarks and questions
 - The “One-Minute Paper” (see Appendix M).
 - At this time, open up for additional questions from participants.

Session Three: Time Management

Purpose. The purpose of the time management session is to introduce the importance of time management. Participants will be given the tools and knowledge to effectively manage their time. This session will also offer opportunities for members of the cohort to continue fostering connections and a sense of belonging with their peers.

Resources.

Covey, S. (2013). *The 7 habits of highly effective people*. New York: Simon & Schuster.

Bailey, C. (2016). *The productivity project: Accomplishing more by managing your time, attention, and energy*. New York: Crown Business.

Learning Outcomes. From this session participants will learn:

- the benefits of time management,
- how to effectively manage their time,
- how to prioritize, and
- how to become more productive.

Presentation Outline.

- Introduction and overview
 - Administrators share the plan and purpose for the session.
- Time management
 - What is it?

- Organizing and planning how to divide time between specific activities.
- Why is it important?
 - Effective versus busy.
 - More done in less time.
 - Work smarter, not harder.
 - Failing to manage time results in stress and negatively impacts effectiveness.
- The four quadrants of time management
 - At this time, handout worksheet to participants (see Appendix N). The worksheet is blank, which will allow participants to fill out their own quadrants of time management.
 - Quadrant one:
 - Items are important and urgent and should not be ignored.
 - Spending too much time in this quadrant will lead to stress and burn out because of the never-ending cycle of crisis management.
 - To reduce time in quadrant one, be proactive.
 - Quadrant two:
 - Items are important, but not urgent.
 - Preventing, planning, and improvement
 - For successful time management, most time should be spent in this quadrant.
 - Quadrant three:

- Items that are not important, but urgent.
- Interruptions and busy work.
- Many people spend most of their time in quadrant four because they confuse items that are “urgent” as important.
 - Spending too much time on unimportant urgent items leads to a short-term focus with crisis management.
- Quadrant four:
 - Items are not important and not urgent.
 - Often referred to as “time wasters.”
 - Mindless internet surfing, trivial busy work, etc.
 - Too much time in quadrant four can lead to irresponsibility.
- *Activity: Lists and Priorities*
 - **Equipment needed:** Numbered list of tasks (see Appendix O).
 - **Approximate length of activity:** ten minutes.
 - **Instructions:** Divide participants into teams of five to eight. Explain that they have ten minutes to collect as many points as possible and must be safe when completing tasks. Unveil the numbered list of tasks and start the timer. After ten minutes, add up the points and announce the winner.
 - **Debrief:**
 - How did teams decide what tasks they wanted to do?
 - Are any decisions based on task dependencies?
 - What group dynamics came into play?
- The productivity project

- Productivity is the management of time, attention, and energy.
 - Understanding this will allow you to avoid falling into the cycle of thinking more hours worked will result in greater productivity. This mindset often leads to less sleep, exercise, and breaks.
- The six procrastination triggers:
 - Boring, difficult, frustrating, unstructured, or ambiguous, lacking in personal meaning, lacking intrinsic rewards.
 - The more triggers a task has, the more averse someone is to the task.
 - Knowledge of these triggers aids in pinpointing why you procrastinate.
- Biological prime time:
 - The time of day that your energy levels are highest.
 - Use this knowledge to plan your day so your most challenging tasks are during your “biological prime time.”
- Our future selves are strangers:
 - You do not know your future self or what your future self is capable (or not capable) of accomplishing.
 - Be wary of pushing off work and extra commitments onto your future self.
- The “waiting for list:”
 - Use a “waiting for” list to keep track of everything that requires assistance from other people before it can be completed.
 - Separate these items from your normal “to do” list.
- Closing remarks and questions

- The “One-Minute Paper” (see Appendix P).
- Encourage participants to utilize “time management quadrants.” Offer additional copies of the quadrant worksheet if participants desire (see Appendix N).
- At this time, open up for additional questions from participants.

Session Four: Service Project and Semester Wrap-Up

Purpose. The purpose of this session is to provide a sense of accomplishment for participants through the completion of a service project while also giving back to the community. This session will also allow participants an opportunity to reflect on what they have learned, gained, and accomplished in their first semester as a member of Phase One.

Learning Outcomes. From this session participants will:

- develop an understanding of service,
- learn to work in a team to complete a project, and
- gain an understanding of their development and achievements during the first semester of Phase One.

Presentation Outline.

- Introduction and overview
 - Administrators share the plan and purpose for the session.
- Service project
 - At this time, participants will assemble no-sew fleece blankets for local children’s homes and women’s shelters.
 - Snacks and refreshments will be available.
 - Light music will be playing in the background.

- While participants are assembling blankets, they are encouraged to discuss with their cohort members what they have learned this semester and what they are looking forward to in their second semester of Phase One.
- Semester reflection
 - Group discussion
 - Students will “pair and share” to discuss the following questions:
 - What has been the most impactful during your experience in Phase One?
 - What are you looking forward to in the final semester of Phase One?
 - Is there anything you wish we would have covered in more detail this semester?
 - Once the “pair and share” has concluded, students will have the opportunity to share with the entire group.
 - The “One-Minute Paper” (Appendix Q).
- Closing remarks and questions
 - Thank participants for helping to give back to the community with their hard work today.
 - Thank participants for their hard work this semester.
 - Assure participants that you look forward to seeing and working with them again next semester!
 - At this time, participants can ask any additional questions.

Session Five: Personal Finance

Purpose. The purpose of the personal finance session is to give students the tools and knowledge to create a plan to manage their own finances. Participants will learn the importance of personal finance. This session will also offer opportunities for members of the cohort to continue fostering connections and a sense of belonging with their peers.

Resources.

Smith, A. (2016). *Financial literacy for millennials: A practical guide to managing your financial life for teens, college students, and young adults*. Santa Barbara, CA: Praeger.

Team Up Games. (n.d.). Retrieved from

<http://www.gamesforgroups.com/teambuildingactivities.html>

Learning Outcomes. From this session participants will learn:

- what personal finance is,
- how to manage their own finances, and
- how to create and maintain a budget.

Presentation Outline.

- Introduction and overview
 - Administrators share the plan and purpose for the session.
- Personal Finance
 - What is it?
 - How you manage your money.
 - Involves financial decisions and activities.
 - Earning, saving, investing, and spending.
 - Why is it important to have knowledge of personal finance?
 - Ignorance of personal finance has consequences.

- Bankruptcy, debt, etc.
- Consistent management and improvement of personal finances have an impact short-term and long-term.
- Realize how money affects how you live your life.
 - Ability to make choices.
 - Ability to accomplish your dreams.
- Financial literacy quiz
 - Have students follow this link and complete the *Financial Literacy Quiz* - <http://www2.cuny.edu/about/university-resources/financial-literacy/financial-literacy-quiz/>
 - Ask students if there was anything that surprised them from the *Financial Literacy Quiz*.
 - Use the student responses to inform discussion throughout the remainder of the presentation.
- Financial planning
 - Elements of a financial plan.
 - Keeping track.
 - A balanced life.
 - What are your financial goals?
- *Activity*: Bid and Build
 - **Equipment needed:** dry erase board, dry erase marker, paper, pencils, play money, and various items that can or cannot be used to get a group from point

A to point B (i.e., Frisbees, paper, rope, hula-hoops, cardboard, or anything else you have access to).

- **Approximate length of activity:** twenty to thirty minutes
- **Instructions:** List all the items that you have gathered on the dry erase board to display for the group to see. Divide the participants into groups of four to six. Explain to the groups that their task is to get their entire team from point A to point B without anyone on their team touching the ground at any time. To ensure their team does not touch the ground, they can use any of the items listed. Give each group a piece of paper, pencil, and \$100 in play money (see Appendix R). The teams must bid for the items listed and may spend what they wish on each item. They must divide up the \$100 based on what they think will help them the most and write down their bids on the paper. After all the bids are completed, collect them, and divide up the materials based upon the highest bid. If there is a tie for any item, you may have the teams bid again on certain items or divide the items up if possible. Once the teams have their items, they must work together to get their entire team across the open area without any of the team members touching the ground in the process.
- **Debrief:**
 - Was it hard for your team to agree on what numbers to bid? Why or why not?
 - What did you do to come to an agreement?
 - When you disagree with others how do you handle it?

- How do you feel about your ability to work with others after this activity?
- What role do you usually take when in a group that is making decisions? Do you feel this is a good role for you? Why?
- Budgeting and spending
 - How to budget.
 - Everyday spending.
 - Savings and emergencies.
 - Sample budget.
- Closing remarks and questions
 - The “One-Minute Paper” (Appendix S).
 - At this time, open up for additional questions from participants.

Session Six: Leadership and Assertiveness

Purpose. The purpose of the leadership and assertiveness session is to introduce participants to assertiveness and leadership. This session will introduce participants provide to the importance of leadership and being assertive as a woman. Participants will be given knowledge and tools on how to be assertive in personal and professional settings.

Resources.

Eight traits every powerful female leader possesses. (2017). Retrieved from

<https://bit.ly/2M0Rr5l>

Leaders you admire. (2017). Retrieved from <https://www.leadershiplime.com/leaders-you-admire>

Leadership games and activities. (2013). Retrieved from

<https://www.slideshare.net/Isolheid/leadership-games-and-activities>

Sandberg, S. (2013). *Lean in: Women, work, and the will to lead*. New York: Knopf.

Learning Outcomes. From this session participants will learn:

- what it means to be assertive,
- why it is important to be assertive in personal settings,
- why it is important to be assertive in the work place,
- how to be assertive,
- what leadership is, and
- the relevance and importance of leadership as a Woman of Color.

Presentation Outline.

- Introduction and overview
 - Administrators share the plan and purpose for the session.
- *Activity:* Leaders you Admire
 - **Approximate length of activity:** 15 minutes.
 - **Instructions:** Have participants split into groups of four to six. Then, have the groups discuss leaders they know or know of and why they admire them. After ten minutes of discussion, have the group come back together.
 - **Debrief:**
 - Have a large group discussion to share what was discussed in the small groups.
 - Ask participants to share the leaders they spoke of and their skills/attributes they admire.

- The leadership ambition gap
 - External barriers
 - Blatant and subtle sexism.
 - Discrimination.
 - Sexual harassment.
 - Flexibility and access to child care.
 - Parental leave.
 - Difficulty finding mentors.
 - Proving value and worth.
 - Societal expectations.
 - Cultural traits and messages.
 - Internal barriers
 - Lacking self-confidence.
 - By “not raising our hands.”
 - By pulling back when “[they] should be leaning in.”
 - Internalizing negative messages and societal cues.
 - Lowering personal expectations of what can be achieved.
 - Compromise career goals to make room for partners and children (who may not even exist yet).
 - Taking risks
 - Advocating for oneself.
 - Fewer women (compared to male colleagues) aspire to senior positions.

- Women are achieving undergraduate and master's degrees at higher rates than men. They have the skills to lead in the workplace, but still do not aspire to senior level positions.
- Sit at the table
 - Being a spectator rather than a participant.
 - Imposter syndrome.
 - Underestimating yourself.
 - Feeling confident, or pretending to feel confident, is necessary to reach for opportunities.
 - Opportunities are rarely offered, they are seized.
 - Often, opportunities are not well defined but come from jumping in and doing something.
 - Taking initiative pays off.
 - If someone is always waiting to be told what to do, it is hard to visualize them as a leader.
- Navigating the jungle gym
 - Stop visualizing your path as a ladder.
 - It is limiting because you can only go up or down.
 - There is only one way to get to the top.
 - Start visualizing your path as a jungle gym.
 - This presents a better chance for fulfillment.
 - There are many ways to get to the top.
 - There is a unique path with occasional dips and detours.

- Offers more creative exploration.
- Have an eighteen-month plan.
- Have a long-term dream or goal.
- Choose growth.
- Be open to challenging yourself.
- Advocate for yourself.
- *Activity: Leadership Quotes*
 - **Equipment needed:** painters tape and leadership quotes (see Appendix T)
 - **Approximate length of activity:** 15 minutes.
 - **Instructions:** Post leadership quotes around the room. Have each participant stand by one that speaks to them or shows their leadership values. Then, ask them to explain why it is relevant to their lives.
- Closing the gap
 - Mentors
 - The strongest relationships spring out of a real and often earned connection felt by both sides.
 - People invest in those who stand out for their talent or who can really benefit from help.
 - Use your time well and be truly open to feedback.
 - Authentic leadership
 - The ability to listen is as important as the ability to speak.
 - Being aware of a problem is the first step to correcting it.

- Being open to hearing the truth means taking responsibility for mistakes.
- To foster authentic communication, speak openly about your own weaknesses.
- Sharing emotions builds deeper relationships.
- Bring your whole-self.
- Strive for authenticity over perfection.
- Aspiring to leadership
 - Cheer on girls and women who want to sit at the table, seek challenges, and lean in to their careers.
- Closing remarks and questions
 - The “One-Minute Paper” (Appendix U).
 - At this time, open up for additional questions from participants.

Session Seven: Difficult Conversations and Communication Skills

Purpose. The purpose of the difficult conversations session is to give participants the tools and knowledge to navigate difficult conversations. Participants will learn how to effectively handle conflicts.

Resources.

Patterson, K., Grenny, J., McMillan, R., & Switzler, A. (2002). *Crucial conversations: Tools for talking when stakes are high*. New York: McGraw-Hill.

Stone, D., Patton, B., & Heen, S. (2010). *Difficult conversations: How to have conversations that matter the most*. London, England: Penguin.

Learning Outcomes. From this session participants will learn:

- about communication skills,
- strategies to navigate difficult conversations, and
- skills for conflict resolution.

Presentation Outline.

- Introduction and overview
 - Administrators share the plan and purpose for the session.
- Communication styles
 - Participants will complete the communications style inventory (see Appendix V).
 - Controller/director:
 - Results oriented.
 - Promoter/socializer:
 - Celebration oriented.
 - Analyzer/thinker:
 - Idea oriented.
- The three types of difficult conversations
 - The “what happened?” conversation:
 - Basic disagreement rooting from care.
 - The “truth assumption:”
 - I am right, you are wrong.
 - The “intention intervention:”
 - We assume them.
 - The “blame frame:”

- “You” versus “we.”
 - Not productive to finding a solution, moves it backwards.
 - “When blame is the goal, understanding is the casualty.”
 - Contribution – “we both have shared in the fault.”
- The feelings conversation:
 - We are conditioned to frame feelings into judgements, attributions, characterizations, and problem solving.
 - Problem with unexpressed feelings.
 - Listening, solving the disagreement.
 - The role of empathy.
 - Emotional footprint.
 - Do not discredit yourself.
 - Pick an emotion and own it.
 - Utilize “I feel...” statements.
 - Be intentional in sharing each other’s feelings and acknowledging the other person’s feelings.
 - The identity conversation:
 - What is at stake within the conflict?
 - Three core identities:
 - Am I competent?
 - Am I a good person?
 - Am I worthy of love?
 - Ground your identity (self-awareness).

- Accept yourself, your mistakes, take culpability for actions in problem.
 - Do not try to control other's reactions.
 - Do not try to establish power dynamics.
- Crucial accountability
 - Content:
 - One-time incident.
 - Focus on the facts.
 - Pattern:
 - Several occurrences of the same incident.
 - Explain what you see happening over time.
 - Relationship:
 - When the pattern begins to raise questions in your mind about trust and/or attention.
 - Explain the impact of the problem on the relationship.
- How to create a learning conversation
 - Find your third story.
 - Think like a mediatory.
 - Removes judgement from disagreement and describes the problem for both sides as a difference.
 - Listen from the inside out.
 - Turn up your internal voice.
 - Ask questions to learn.

- Acknowledge others' feelings.
- Say what you mean.
- Reframe the conversation from blame to enlightenment.
 - “I understand where you are coming from and...”
- The difficult conversation checklist (see Appendix W)
- How do I even begin? – The opening line “cheat sheet” (see Appendix X)
- Closing remarks and questions
 - The “One-Minute Paper” (Appendix Y).
 - At this time, open up for additional questions from participants.

Session Eight: Etiquette Dinner

Purpose. The purpose of the etiquette dinner session is to provide participants with the knowledge of table manners and skills needed for meals during job interviews, conferences, and meetings. Additionally, this session is designed to provide participants with an opportunity to reflect upon their journey, conclude Phase One, and begin the transition to Phase Two.

Resources.

About dining etiquette. (2018). Retrieved from [https://career.vt.edu/job-](https://career.vt.edu/job-search/presenting_yourself/interviewing/skills-demeanor/dining-etiquette.html)

[search/presenting_yourself/interviewing/skills-demeanor/dining-etiquette.html](https://career.vt.edu/job-search/presenting_yourself/interviewing/skills-demeanor/dining-etiquette.html)

Kolowich, L. (2017). *Business etiquette 101: The ultimate guide to surviving your next business dinner.* Retrieved from <https://bit.ly/2sCN88T>

University of Virginia Career Center. (2015). *Dining etiquette.* Retrieved from <https://career.virginia.edu/blog/2015/jun/dining-etiquette>

Learning Outcomes. From this session participants will learn:

- table manners and

- skills needed for meals during job interviews, conferences, and meetings.

Presentation Outline.

- Introduction and overview
 - Administrators share the plan and purpose for the session.
 - Please ask questions.
- Manners matter
 - Employers take candidates out to lunch to evaluate social skills and see if a person can handle themselves under pressure.
 - People judge others by their manners.
 - Hiring decisions are made based on an assessment of professionalism.
 - When will you use this etiquette?
 - Business meals, interviews, weddings.
 - If you are assigned a seat, do not move nametags.
 - Introduce yourself! Do not assume that everyone at the table knows everyone.
 - Give participants a few moments to introduce themselves to each other, if they have not already done so.
- After you are seated
 - Place napkin on lap.
 - Your napkin should be on your lap at all times.
 - If you need to excuse yourself, say “excuse me” and place your napkin on the back of your chair.
 - A napkin on the table can signal to your server that you are finished.
This may result in your plate being taken away.

- The setup
 - Table setting (see Appendix Z).
 - Silverware:
 - Work from the outside in.
 - The first courses use the outer silverware.
 - “Used” silverware should always be on your plate, not on the table.
 - “Liquids to your right, solids to your left.”
 - Your drinks on your right and your bread plates are on your left.
- Follow the leader
 - Follow your hosts lead.
 - If there is a menu, wait for them to pick it up and start looking.
 - Wait for everyone at your table to be served before you begin eating.
 - If you are out to eat, and the host orders ____, then you are able to order ____.
 - Appetizer, dessert, alcohol, etc.
 - Do not order alcohol during an interview or a professional lunch/dinner.
- The passing game
 - Pass to the right.
 - If an item is within your reach, pass to the right.
 - This is not set in stone, so if things start moving to the right – go with the flow!
 - Salt and pepper are passed as a set.
 - Place butter directly on the plate, not the bread.

- This helps to avoid asking for more butter. This also helps to avoid others waiting for the butter while you butter your bread.
- The food
 - First course – soup.
 - Second course – salad.
 - Third course – entrée.
 - Fourth course – dessert.
 - Soup:
 - Draw the spoon away from you and quietly sip from the side of the spoon.
 - When you come to the bottom of the bowl, tilt it away from you and spoon out the remainder.
 - When finished, place the spoon on the plate beneath the bowl of soup.
 - Do not slurp the soup out of the bowl!
 - Foods to avoid ordering: spaghetti, fried chicken, pizza, ribs, and large messy sandwiches.
 - Take bite sized portions.
- When you are finished:
 - Place utensils at the four o'clock position to signal you are done.
 - Place napkin to the left of your plate, not on your plate.
- This evening's menu
 - Soup, salad, entrée, dessert.
- Closing remarks and questions

- Thank you to those who provided the meal.
- Thank you to those who served the meal.
- At this time, participants may ask any lingering questions.

Phase Two: The Mentee

Participants will be paired with a mentor in the higher education community during Phase Two. The mentors will serve as role models and offer mentees opportunities to participate in a higher level of learning. This will be accomplished through monthly mentor-mentee meetings that cover assigned topics. These topics include: motivation, stress management, career exploration, interviewing, passion, leadership, problem solving, and wellness. While some of the topics will be new to the participants, some meetings will serve as extensions to what was achieved during Phase One. Additionally, participants will engage in monthly cohort meetings to encourage the participants to remain connected with their cohort. The cohort meetings will also offer an opportunity to debrief mentor-mentee interactions during Phase Two.

Mentor Recruitment

Female faculty members and professional staff will be recruited to serve as mentors. Due to the subpopulation focus (i.e., undergraduate Women of Color) of the program, it is preferable that Professionals of Color serve as mentors to the participants. Mentors will be recruited through an email to faculty members and professional staff who identify as females.

Timeline

Phase Two will occur over the span of two semesters (e.g., Fall and Spring, Spring and Fall) to ensure optimal connections are made between the mentors and mentees. While Phase Two is a two-semester program, a new cohort will begin each semester (see Appendix A). Every

month, participants will meet with both their mentor and their cohort to discuss a designated topic (see Appendix AA).

The timeline for Phase Two sessions is as follows:

- Semester One
 - Topic One – **Self-Awareness**
 - Topic Two - **Stress Management**
 - Topic Three - **Passion**
 - Topic Four - **Problem Solving and Semester Wrap-Up**
- Semester Two
 - Topic Five - **Wellness**
 - Topic Six - **Leadership**
 - Topic Seven - **Interviewing**
 - Topic Eight - **Career Exploration and Phase Two Wrap-Up**

Topic One: Self-Awareness

Purpose. The purpose of this topic is to expand upon the topic of self-awareness that was covered in Phase One.

Resources.

Your love language profile quiz (n.d.). Retrieved from

<https://studentlife.mit.edu/sites/default/files/Love%20Languages%20Activity%20.pdf>

Learning Outcomes. From this topic participants will learn:

- more about self-awareness,
- about their mentor’s personal decision-making process, and
- more about the importance of self-awareness in personal and professional spheres.

Mentor Meeting Outline. This week in the mentor meeting, mentors will share:

- how they practice self-awareness,
- how their self-awareness informs their decision-making process, and
- campus and community self-awareness resources.

Cohort Meeting Outline.

- Introduction and overview
 - Welcome back.
 - Administrators share the plan and purpose for the session.
 - Debrief initial mentor meetings.
- Team builder activity
- Love languages
 - Participants will complete the Love Languages assessment (see Appendix AB).
 - Words of affirmation.
 - Quality time.
 - Receiving gifts.
 - Acts of service.
 - Physical touch.
 - What are some examples of actions that portray your love language?
 - What does this tell you about how you receive “love?” Is this different from how you give “love?”
- Closing remarks and questions
 - The “One-Minute Paper” (Appendix AC).

- At this time, open up for additional questions from participants.

Topic Two: Stress Management

Purpose. The purpose of this topic to offer knowledge and tools to manage stress.

Resources.

Managing stress. (2016). Retrieved from

http://campusmindworks.org/students/self_care/managing_stress.asp

Albrecht, K.(1979). *Stress and the manager: Making it work for you.* Englewood Cliffs, NJ: Prentice-Hall.

Learning Outcomes. From this topic participants will learn:

- what stress management is,
- signs of experiencing too much stress,
- the importance of managing stress, and
- how to manage their stress.

Mentor Meeting Outline. This week in the mentor meeting, mentors will share:

- how they learned to manage their stress,
- examples of stress management in their personal and professional lives, and
- how they manage their stress.

Cohort Meeting Outline.

- Introduction and overview
 - Administrators share the plan and purpose for the session.
 - Debrief mentor sessions regarding stress management.
- Team Builder Activity
- Definitions

- *Stress*: internal or external pressure felt on the physiological and psychological sides of the body when a person feels out of control.
- *Stressor*: something around you or external to your control that produces a stress response.
- *Stress management*: how you cope with stress.
- Four common types of stress
 - Time stress.
 - *How to manage*: time management skills, to-do lists, and learn when to say “no”.
 - Anticipatory stress.
 - *How to manage*: positive visualization techniques, and meditation.
 - Situational stress.
 - *How to manage*: learn to be more self-aware, learn conflict resolution skills, and learn how to think on your feet.
 - Encounter stress.
 - *How to manage*: go for a walk, practice deep breathing exercises, and know when to take a break.
- Common indicators of experiencing too much stress:
 - Difficulty concentrating.
 - Increased worrying.
 - Trouble completing assignments on time.
 - Not going to class.
 - Short temper or increased agitation.

- Tension.
- Headaches.
- Tight muscles.
- Changes in eating habits.
- Changes in sleeping habits.
- Closing remarks and questions
 - The “One-Minute Paper” (Appendix AD).
 - At this time, open up for additional questions from participants.

Topic Three: Passion

Purpose. The purpose of this topic is to expand upon the self-awareness that the participants have begun to foster by learning to identify passions. This topic will also introduce how to use passion.

Resources.

Attwood, J. B. & Attwood, C. (2008). *The passion test*. New York: Plume.

Writing your passion list (2018). Retrieved from <https://thepassiontest.com/find-your-passions/writing-passion-list/>

Learning Outcomes. From this topic participants will learn:

- their top five passions,
- how others define passion, and
- what they can do with their passions.

Mentor Meeting Outline. This week in the mentor meeting, mentors will share:

- their definition of passion,
- what they are passionate about,

- how they found their passion, and
- what they do with their passion.

Cohort Meeting Outline.

- Introduction and overview
 - Administrators share the plan and purpose for the session.
 - Debrief mentor sessions regarding passion.
- Team builder activity
- Passion
 - How to find your passion:
 - *Make a list of:* things you love most, which are most important to you, and are most critical to your happiness and well-being.
 - When you understand your passions, you can create goals that align with your passions.
- *The Passion Test* (see Appendix AE)
 - Handout the passion test to participants.
 - Have the participants work through the passion test.
 - Ask participants to share their type five passions that they discovered as a result of the passion test.
- Closing remarks and questions
 - The “One-Minute Paper” (Appendix AF).
 - At this time, open up for additional questions from participants.

Topic Four: Problem Solving and Semester Wrap-Up

Purpose. The purpose of this topic is to introduce the importance of problem solving. Participants will be given the tools and knowledge to effectively solve problems.

Resources.

Decision making and problem solving. (n.d.). Retrieved from

http://www.au.af.mil/au/awc/awcgate/army/rotc_dm_ps.pdf

Learning Outcomes. From this topic participants will learn:

- problem solving strategies,
- how problem solving is used in the work place, and
- how to see problems as learning opportunities.

Mentor Meeting Outline. This week in the mentor meeting, mentors will share:

- how they have learned from a problem in the workplace that they had to solve and
- problem solving strategies that they use.

Cohort Meeting Outline.

- Introduction and overview
 - Administrators share the plan and purpose for the session.
 - Debrief mentor sessions regarding problem solving.
- Team builder activity
- Problem solving
 - Identify the problem.
 - Gather information.
 - Develop courses of action.
 - Analyze and compare courses of action.
 - Make a decision; select the best course of action.

- Make a plan.
- Implement the plan.
- Semester wrap-up
- Closing remarks and questions
 - The “One-Minute Paper” (Appendix AG).
 - At this time, open up for additional questions from participants.

Topic Five: Wellness

Purpose. The purpose of this topic is to provide guidance to participants to identify the factors of their individual wellness. This topic will also introduce participants to the impact wellness has on personal and professional success.

Resources.

Kennymore, J. (n.d.). *Balancing your wellness wheel*. Retrieved from

<https://www.nwmissouri.edu/wellness/PDF/shift/BalancingYourWellness.pdf>

Wellness wheel. (n.d.) Retrieved from

<https://www.uvic.ca/services/health/Parent/wellnesswheel/index.php>

Learning Outcomes. From this topic participants will learn:

- about the wellness wheel,
- how to work on their own wellness,
- resources available on campus related to wellness, and
- how wellness affects their personal and professional life.

Mentor Meeting Outline. This week in the mentor meeting, mentors will share:

- the importance of a work/life balance,
- information on wellness resources on campus,

- how they foster their own wellness, and
- how wellness affects their personal and professional life.

Cohort Meeting Outline.

- Introduction and overview
 - Administrators share the plan and purpose for the session.
 - Debrief mentor sessions regarding wellness.
- Team builder activity
- *The Wellness Wheel* (see Appendix AH)
 - Social.
 - Emotional.
 - Intellectual.
 - Physical.
 - Spiritual.
 - Occupational.
- Closing remarks and questions
 - The “One-Minute Paper” (Appendix AI).
 - At this time, open up for additional questions from participants.

Topic Six: Leadership

Purpose. The purpose of this topic is to serve as an extension to the information covered in the leadership session within Phase One. Through the mentor meeting, the participants will be introduced to tangible examples of leadership in the workplace.

Resources.

Eight traits every powerful female leader possesses. (2017). Retrieved from
<https://bit.ly/2M0Rr5l>

Sandberg, S. (2013). *Lean in: Women, work, and the will to lead.* New York: Knopf.

Learning Outcomes. From this topic participants will learn:

- more about leadership and
- how leadership is implemented in the workplace.

Mentor Meeting Outline. This week in the mentor meeting, mentors will share:

- about their leadership style and
- how their leadership style serves them in the workplace.

Cohort Meeting Outline.

- Introduction and overview
 - Administrators share the plan and purpose for the session.
 - Debrief mentor sessions regarding leadership.
- Phase One and Phase Two
 - Has your definition of leadership changed?
- Team builder activity
- Traits female leaders possess
 - Strength.
 - Perseverance.
 - The ability to create women-empowered environments.
 - Adaptability.
 - Knowing how to ignore bad advice.
 - Grit.

- Knowing how to ask.
- Tenacity.
- Closing remarks and questions
 - The “One-Minute Paper” (Appendix AJ).
 - At this time, open up for additional questions from participants.

Topic Seven: Interviewing

Purpose. The purpose of this topic is to introduce participants to the process of interviewing and how to prepare for an interview.

Resources.

The Ball State University Career Guide Book. (2015). Retrieved from <https://bit.ly/2LoGeKx>

Learning Outcomes. From this topic participants will learn:

- the steps of an interview and
- how to prepare for an interview.

Mentor Meeting Outline. This week in the mentor meeting, mentors will share:

- how they prepare for interviews,
- their interview experience, and
- the interview process.

Cohort Meeting Outline.

- Introduction and overview
 - Administrators share the plan and purpose for the session.
 - Debrief mentor sessions regarding interviewing.
- Team builder activity
- Steps of an interview

- Keep your answers brief and concise.
- Include concrete, quantifiable data.
- Repeat your key strengths three times.
- Prepare five or more success stories,
- Put yourself on their team.
- Image is often as important as content.
- Ask questions.
- Maintain a conversational flow.
- Research the company, product lines and competitors
- Keep an interview journal.
- Closing remarks and questions
 - The “One-Minute Paper” (Appendix AK).
 - At this time, open up for additional questions from participants.

Topic Eight: Career Exploration and Phase Two Wrap-Up

Purpose. The purpose of this session is to introduce the importance of career exploration.

Resources.

Burnett, F. (2010). *Bound-for-career guidebook: A student guide to career exploration, decision making, and the job search*. Lanham, MD: Rowman & Littlefield Education.

The Ball State University Career Guide Book. (2015). Retrieved from <https://bit.ly/2LoGeKx>

Learning Outcomes. From this topic participants will learn:

- about the resources available on campus regarding career exploration and
- the importance of career exploration.

Mentor Meeting Outline. This week in the mentor meeting, mentors will share:

- about their career path and
- information about the resources available provided on campus to assist in career exploration.

Cohort Meeting Outline.

- Introduction and overview
 - Administrators share the plan and purpose for the session.
 - Debrief mentor sessions regarding career exploration.
- Team builder activity
- Career exploration
 - College majors and future careers.
 - The career path.
 - Business casual versus business professional.
- Closing remarks and questions
 - The “One-Minute Paper” (Appendix AL).

Phase Three: The Mentor

In Phase Three, participants are paired with Phase One participants. To ensure that the mentor-mentee pairing is beneficial to the Phase One participants, Phase Three mentors must be upper classmen. As a mentor, Phase Three participants will serve as a guide to life at the university during monthly mentor-mentee meetings. Additionally, Phase Three participants will be offered opportunities to teach Phase One cohort sessions alongside professional staff. This phase will allow participants to mature, change, and develop as they take on the mentor role. As a mentor, participants will gain insight into themselves as teachers.

Timeline

Phase Three will occur over the span of two semesters (e.g., Fall and Spring, Spring and Fall) to ensure optimal connections are made between the mentors and mentees. While Phase Three is a two-semester program, a new cohort will begin each semester (see Appendix A). Every month, Phase Three participants will meet with their Phase One mentee.

Mentor Meeting Topics

Phase Three participants serve as a guide to life at the university during monthly meetings with their Phase One mentees. The topics to be covered by the mentors are:

- Campus resources
- Getting involved
- Experience with the mentor program
- Living with a roommate
- Adjusting to college
- Time management
- Choosing a major

Facilitating at Phase One

Phase Three participants have the opportunity to teach Phase One cohort sessions alongside professional staff. This allows participants to mature, change, and develop as they take on a teaching role. The process for facilitating at a Phase One session is as follows:

- Application
 - To ensure Phase Three participants are properly placed as facilitators, they must fill out a short application that includes a ranking sheet of Phase One topics (see Appendix AM).
- Selection

- As the teaching component is crucial to Phase Three participants, all applicants will be placed as a Phase One co-facilitator.
- Due to the number of maximum participants (i.e., 25) and the number of Phase One sessions that occur in a year (i.e., 16), not all participants will be placed with their top choice of Phase One topics. Additionally, there will be more than one student facilitator for at least nine of the Phase One sessions.
- Preparation and facilitation
 - The Phase Three participants will meet with the administrators of the mentor program to discuss what role they will play when co-facilitating their designated topic.
 - Opportunities for co-facilitation include: facilitating an activity, facilitating the team builder, or collaborating on a specified portion of the topic.

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APPENDIX A

Example Timeline

	Cohort A	Cohort B	Cohort C	Cohort D
Fall 2018	Begin P1			
Spring 2019	Complete P1	Begin P1		
Fall 2019	Begin P2	Complete P1	Begin P1	
Spring 2020	Complete P2	Begin P2	Complete P1	Begin P1
Fall 2020	Begin P3	Complete P2	Begin P2	Complete P1
Spring 2021	Complete P3 and graduate from mentor program	Begin P3	Complete P2	Begin P2
Fall 2021		Complete P3 and graduate from mentor program	Begin P3	Complete P2
Spring 2022			Complete P3 and graduate from mentor program	Begin P3
Fall 2022				Complete P3 and graduate from mentor program

**** P1 = Phase One; P2 = Phase Two; P3 = Phase Three**

APPENDIX B

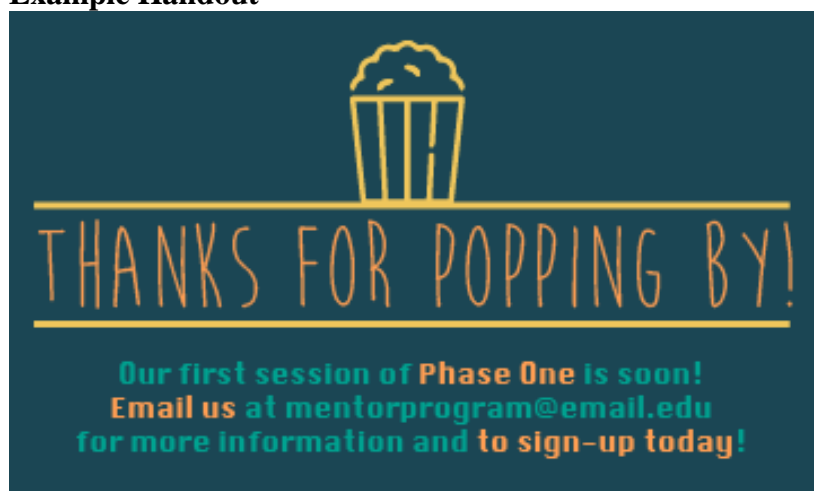
Open House Handout



APPENDIX C

Mentor Program Open House**Set-Up and Design of Open House**

- *Mix and Mingle*
 - Food and refreshments
 - Water, lemonade, quick snacks
 - Information Table
 - Same set-up utilized at involvement fair
 - Program administrators will be stationed around the room and at the information table to answer questions and connect with potential participants during the mix and mingle portion of the open house
- *Brief Presentation*
 - Welcome and Introductions
 - Overview of Program
 - Phase One
 - Phase Two
 - Phase Three
 - Benefits
 - How to get involved
 - Why are you interested?
 - Questions?
- Closing Mix and Mingle
 - Encourage potential participants to continue to mix and mingle with their potential cohort members.
 - Continuation of food and refreshments
 - Continuation of information table
 - As potential participants are getting ready to leave, hand them the “Thanks for Popping by!” handout that is attached to popcorn.

Example Handout

APPENDIX D

The Reception Line Conversation Topics

1. If you could travel anywhere in the world, where would it be?
2. What is a meaningful compliment that you have received lately?
3. What is a quote that you live your life by?
4. Why did you decide to enroll at this college?
5. What is your favorite movie, TV show, OR music group? Why?
6. What quality do you value most in your friends?
7. What class are you excited about?
8. Which fictional character would be the most boring to meet in real life? Why?
9. What's your favorite hobby or pastime?
10. If you were a writer, what kind of book would you author?
11. Which campus activities interest you?
12. If you could go there instantly and survive the harsh conditions, where would you most like to travel in space?
13. Who is your biggest role model and why?
14. What will finally break the internet?
15. What [isare](#) the best and worst purchases you have ever made?
16. If you had to change your name, what would your new name be, and why would you choose that name?
17. Have you ever received a strange gift? What was it? (If not, what is the strangest gift you have ever heard someone received?)
18. Do you have any unusual family traditions?
19. What are you looking forward to this week?
20. If you could teleport, where would you go right now?

Adapted from: https://icebreakerideas.com/icebreakers-college-students/#The_Reception_Line

Adapted from: <https://conversationstartersworld.com/interesting-conversation-topics/>

Adapted from: <https://conversationstartersworld.com/fun-questions-to-ask/>

APPENDIX E

Human Bingo Card

You must put a different person's name in each box. For the boxes marked with an * the person must demonstrate that they can. Therefore, make sure that if someone says they can roll their tongue, you see actually see them doing it.

Favorite food is pizza	Plans to teach elementary school	Likes Olives	Can roll their tongue*	Wears a size 6 shoe
Has a pet dog	Does not drink soda	Has an on campus job	Lives in the same residence hall as you do	Plays a sport
Has NOT seen a Harry Potter movie	Has a birthday in the same month as you	FREE	Speaks more than two languages*	Oldest child
Is a morning person	Is left handed	Sleeps with a stuffed animal	Can recite a nursery rhyme*	Wears glasses or contacts*
Loves to read books	Has seen the same movie five or more times	Has never played Monopoly	A first year student	Has the same favorite color as you

Adapted from: https://www4.ntu.ac.uk/adq/document_uploads/running_a_course/187450.pdf

APPENDIX F

The One-Minute Paper

Phase One: Session One

Instructions for instructor: Print out two copies of “The One-Minute Paper” per page, creating half sheets. Handout the half sheets to participants. Have the participants reflect on the prompts (without writing) for one minute. Then, have the participants respond to the prompts for one minute.

In concise, well-planned sentences, please answer the questions below:

1. What questions remain unanswered about the mentor program after today’s session?

2. What are you looking forward to the most about the mentor program?

3. Additional comments.

Adapted from: <https://www.mghihp.edu/faculty-staff-faculty-compass-teaching-teaching-strategies/examples-classroom-assessment-techniques>

Adapted from: <http://provost.tufts.edu/celt/files/MinutePaper.pdf>

Adapted from: <http://oncourseworkshop.com/self-awareness/one-minute-paper/>

APPENDIX G

My Identity Activity Statement Cards

Print out each image as a full page (i.e., 8.5 x 11) copy.



3

I BELIEVE
THAT

4

I ENJOY



**I AM
LEARNING TO**

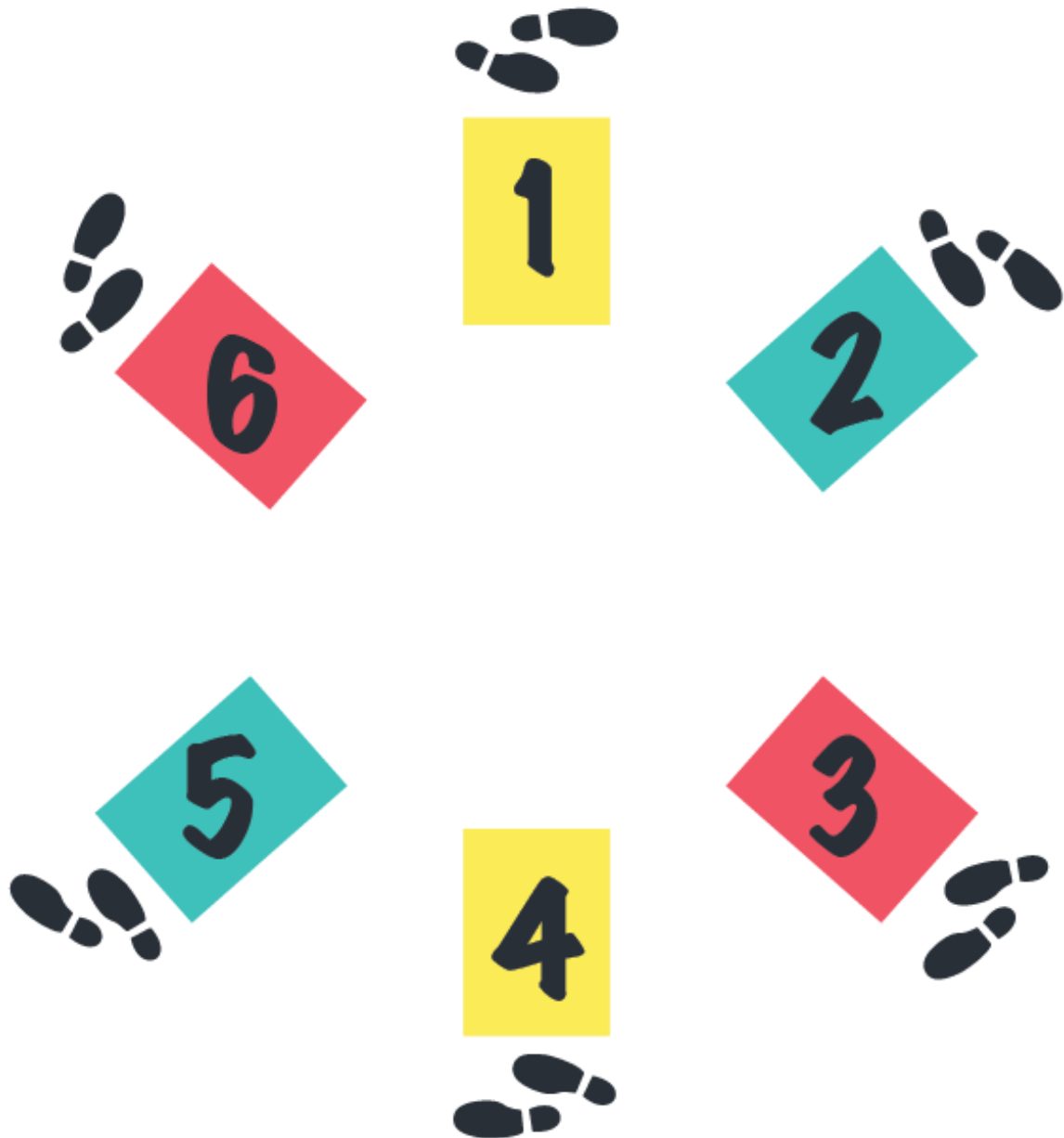


**PLACES WHERE I
SPEND MY TIME**

APPENDIX H

My Identity Activity Setup

The numbers in the below figure correspond with the numbers as listed on the statement cards (Appendix K). The cards must be set up so that there is space for participants to step.



Adapted from: <https://youtu.be/qYU4OgMDSjM>

APPENDIX I

Johari's Window Worksheet

	“What I know about me”	“What I don’t know about me”
“What others know about me”	PUBLIC SELF	OTHER SELF
“What others don’t know about me”	HIDDEN SELF	UNKNOWN SELF

Adapted from: http://bath.graceohio.org/wp-content/uploads/2014/12/Interpersonal_Relationships_Johari.pdf

APPENDIX J

5-Minute Personality Test Assessment**THE 5-MINUTE PERSONALITY TEST**

Below are ten horizontal lines with four words on each line, one in each column. In each line, put the number "4" next to the word that best describes you in that line; a "3" next to the word that describes you next best; a "2" to the next best word, and a "1" by the word that least describes you. On each horizontal line of words, you will then have one "4", one "3", one "2", and one "1".

For example: One choice for the first line of words would be as follows:

3 Likes Authority 4 Enthusiastic 2 Sensitive Feelings 1 Likes Instructions

L O G B

1. <input type="checkbox"/> Likes Authority	<input type="checkbox"/> Enthusiastic	<input type="checkbox"/> Sensitive Feelings	<input type="checkbox"/> Likes Instructions
2. <input type="checkbox"/> Takes Charge	<input type="checkbox"/> Takes Risks	<input type="checkbox"/> Loyal	<input type="checkbox"/> Accurate
3. <input type="checkbox"/> Determined	<input type="checkbox"/> Visionary	<input type="checkbox"/> Calm, Even Keel	<input type="checkbox"/> Consistent
4. <input type="checkbox"/> Enterprising	<input type="checkbox"/> Very Verbal	<input type="checkbox"/> Enjoys Routine	<input type="checkbox"/> Predictable
5. <input type="checkbox"/> Competitive	<input type="checkbox"/> Promoter	<input type="checkbox"/> Dislikes Change	<input type="checkbox"/> Practical
6. <input type="checkbox"/> Problem Solver	<input type="checkbox"/> Enjoys Popularity	<input type="checkbox"/> Gives In To Others	<input type="checkbox"/> Factual
7. <input type="checkbox"/> Productive	<input type="checkbox"/> Fun-Loving	<input type="checkbox"/> Avoids Confrontations	<input type="checkbox"/> Conscientious
8. <input type="checkbox"/> Bold	<input type="checkbox"/> Likes Variety	<input type="checkbox"/> Sympathetic	<input type="checkbox"/> Perfectionist
9. <input type="checkbox"/> Decision Maker	<input type="checkbox"/> Spontaneous	<input type="checkbox"/> Nurturing	<input type="checkbox"/> Detail-Oriented
10. <input type="checkbox"/> Persistent	<input type="checkbox"/> Inspirational	<input type="checkbox"/> Peacemaker	<input type="checkbox"/> Analytical
 <input type="checkbox"/> TOTAL "L"	 <input type="checkbox"/> TOTAL "O"	 <input type="checkbox"/> TOTAL "G"	 <input type="checkbox"/> TOTAL "B"
Total up the numbers for each vertical column (L, O, G, B).			

APPENDIX K

5-Minute Personality Test Handout

Now that you've taken the survey, what does it all mean? Each letter (L, O, G, B) stands for a particular personality type. The column with the highest score is your dominant personality type, while the column with the second highest number is your sub-dominant type. While you are a combination of all four personality types, the two types with the highest scores reveal the most accurate picture of your natural inclinations, strengths and weaknesses, and how you will naturally respond in most situations.

The four personality types can be likened to animals to make them easier to understand and remember. Below are complete descriptions of each one.

L = Lions

Lions are leaders. They are usually the bosses at work...or at least they think they are! They are decisive, bottom line folks who are observers, not watchers or listeners. They love to solve problems. They are usually individualists who love to seek new adventures and opportunities.

Lions are very confident and self-reliant. In a group setting, if no one else instantly takes charge, the Lion will. Unfortunately, if they don't learn how to tone down their aggressiveness, their natural dominating traits can cause problems with others. Most entrepreneurs are strong lions, or at least have a lot of lion in them.

Natural Strengths

- Decisive
- Goal-oriented
- Achievement driven
- Gets results
- Independent
- Risk-taker
- Takes charge
- Takes initiative
- Self-starter
- Persistent
- Efficient
- Competitive
- Enjoys challenges, variety and change
- Driven to complete projects quickly and effectively.

Natural Weaknesses

- Impatient
- Blunt
- Poor listener
- Impulsive
- Demanding
- May view projects more important than people
- Can be insensitive to the feelings of others
- May "run over" others who are slower to act or speak
- Fears inactivity, relaxation
- Quickly bored by routine or mechanics

Basic Disposition:	Fast-paced, task oriented
Motivated by:	Results; challenge, action, power, and credit for achievement
Time Management:	Lions focus on NOW instead of distant future. They get a lot more done in a lot less time than their peers. Hate wasting time; and like to <i>get right to the point</i> .
Communication Style:	Great at initiating communication; not good at listening (one way communicator)
Decision Making:	Impulsive; makes quick decisions with goal or end result in mind. Results-focused. Needs very few facts to make a decision.
In Pressure or Tense Situations:	The lion takes <i>command</i> and becomes autocratic.
Greatest Needs:	The lion needs to see results, experience variety, and face new challenges. He needs to solve problems and wants <i>direct</i> answers.
What the Lion Desires:	Freedom, authority, variety, difficult assignments, opportunity for advancement.

O = Otters

Otters are excitable, fun seeking, cheerleader types who love to talk! They're great at motivating others and need to be in an environment where they can talk and have a vote on major decisions. The otters' outgoing nature makes them great *networkers*—they usually know a lot of people who know a lot of people. They can be very loving and encouraging unless under pressure, when they tend to use their verbal skills to attack. They have a strong desire to be liked and enjoy being the center of attention. They are often very attentive to style, clothes, and *flash*. Otters are the life of any party; and most people really enjoy being around them.

Natural Strengths

- Enthusiastic
- Optimistic
- Good Communicator
- Emotional and Passionate
- Motivational and Inspirational
- Outgoing
- Personal
- Dramatic
- Fun-loving

Natural Weaknesses

- Unrealistic
- Not detail-oriented
- Disorganized
- Impulsive
- Listens to *feelings* above *logic*
- Reactive
- Can be too talkative
- Excitable

Basic Disposition:	Fast-paced. People-oriented.
Motivated by:	Recognition and approval of others
Time Management:	Otters focus on the future and have a tendency to rush to the next exciting thing.
Communication Style:	Enthusiastic and stimulating, often one-way; but can inspire and motivate others.
Decision Making:	Intuitive and fast. Makes lots of "right calls" and lots of wrong ones.
In Pressure or Tense Situations:	The otter ATTACKS. Can be more concerned about their popularity than about achieving tangible results.
Greatest Needs:	The otter needs social activities and recognition; activities that are fun, and freedom from details.
What the Otter Desires:	Prestige, friendly relationships, opportunity to help and motivate others, and opportunities to verbally share their ideas.

G = Golden Retrievers

One word describes these people: LOYAL. They're so loyal, in fact, that they can absorb the most emotional pain and punishment in a relationship and still stay committed. They are great listeners, incredibly empathetic and warm encouragers. However, they tend to be such pleasers that they can have great difficulty being assertive in a situation or relationship when it's needed.

Natural Strengths

- Patient
- Easy-going
- Team player
- Stable
- Empathetic
- Compassionate
- Sensitive to feelings of others
- Tremendously loyal
- Puts people above projects
- Dependable
- Reliable
- Supportive
- Agreeable

Natural Weaknesses

- Indecisive
- Over-accommodating
- May sacrifice results for the sake of harmony
- Slow to initiate
- Avoids confrontation even when needed
- Tends to hold grudges and remember hurts inflicted by others
- Fears change

Basic Disposition:	Slow-paced, people-oriented
Motivated by:	Desire for good relationships and appreciation of others.
Time Management:	Golden Retrievers focus on the present and devote lots of time to helping others and building relationships.
Communication Style:	Two-way communicator; great listener and provides empathetic response.
Decision Making:	Makes decisions more slowly, wants input from others, and often yields to the input
In Pressure or Tense Situations:	The Golden Retriever gives in to the opinions, ideas, and wishes of others. Often too tolerant.
Greatest Needs:	The Golden Retriever needs security; gradual change and time to adjust to it; an environment free of conflict.
Desires:	Quality relationships; security; consistent known environment; a relaxed and friendly environment; freedom to work at own pace.

B = Beavers

Beavers have a strong need to do things right and *by the book*. In fact, they are the kind of people who actually read instruction manuals. They are great at providing quality control in an office, and will provide quality control in any situation or field that demands accuracy, such as accounting, engineering, etc. Because rules, consistency and high standards are so important to beavers, they are often frustrated with others who do not share these same characteristics. Their strong need for maintaining high (and oftentimes unrealistic) standards can short-circuit their ability to express warmth in a relationship.

Natural Strengths

- Accurate
- Analytical
- Detail-oriented
- Thoroughness
- Industrious
- Orderly
- Methodical and exhaustive
- High standards
- Intuitive
- Controlled

Natural Weaknesses

- Too hard on self
- Too critical of others
- Perfectionist
- Overly cautious
- Won't make decisions without "all" the facts
- Too picky
- Overly sensitive

Basic Disposition:	Slow-paced, task-oriented
Motivated by:	The desire to be right and maintain quality.
Time Management:	Beavers tend to work slowly to make sure they are accurate.
Communication Style:	Beavers are good listeners, communicate details, and are usually diplomatic.
Decision Making:	Avoids making decisions; needs lots of information before they will make a decision
In Pressure or Tense Situations:	The beaver tries to avoid pressure or tense situations. They can ignore deadlines.
Greatest Needs:	The beaver needs security, gradual change and time to adjust to it.
What the Beaver Desires:	Clearly defined tasks, stability, security, low risk, and tasks that require precision and planning.

APPENDIX L

“Who am I?” Activity Handout

Write three words describing who you are (example: student, son/daughter, Christian).

1.

2.

3.

APPENDIX M

The One-Minute Paper

Phase One: Session Two

Instructions for instructor: Print out two copies of “The One-Minute Paper” per page, creating half sheets. Handout the half sheets to participants. Have the participants reflect on the prompts (without writing) for one minute. Then, have the participants respond to the prompts for one minute.

In concise, well-planned sentences, please answer the questions below:

1. What are the two most significant things you have learned during today’s session?

2. Is there anything you did not understand?

3. Any additional comments?

Adapted from: <https://www.mghihp.edu/faculty-staff-faculty-compass-teaching-teaching-strategies/examples-classroom-assessment-techniques>

Adapted from: <http://provost.tufts.edu/celt/files/MinutePaper.pdf>

Adapted from: <http://oncourseworkshop.com/self-awareness/one-minute-paper/>

APPENDIX N

Time Management Quadrants Worksheet

	Urgent (20%)	Not Urgent (80%)
Important (80%)	<p><i>Crises, pressing problems, rush deadlines, and firefighting</i></p> <p>Q1</p> <p>Targeted time allotment: 5%</p>	<p><i>Productivity, planning, prevention, relationship building, and development</i></p> <p>Q2</p> <p>Targeted time allotment: 75%</p>
Not Important (20%)	<p><i>Distractions, phone calls, emails, meetings, and walk-ins</i></p> <p>Q3</p> <p>Targeted time allotment: 15%</p>	<p><i>Socializing, trivia, some phone calls/emails, TV, entertainment, and wasting time</i></p> <p>Q1</p> <p>Targeted time allotment: 5%</p>

Adapted from Stephen Covey's *The 7 Habits of Highly Effective People* (2013).

APPENDIX O

List and Priorities List of Tasks

1. Do a lap around the room **(5 points)**
2. Create something for the instructor to wear, such as a hat or tie
(10 points; bonus 5 points if the instructor actually wears it)
3. Find out something unique about each person on the team **(5 points)**
4. Sing a song together **(15 points)**
5. Make a paper airplane and throw it from one end of the room to another **(10 points)**
6. Get everyone in the room to sign a single piece of paper **(5 points)**
7. Count the number of pets owned by your group **(20 points)**
8. Assign a nickname to each member of the team **(5 points)**
9. Create name cards for each team member
(5 points; bonus 5 points if you use your team nicknames)
10. Make a tower out of the materials owned by your group **(10 points)**
11. Convince a member of another team to join you **(20 points)**
12. Name your team and come up with a slogan
(5 points for the name, 5 points for the slogan)
13. Re-create the sounds of the Amazon rainforest with the sounds of your voices **(10 points)**
14. Make a list of what your team wants out of the session **(15 points)**
15. Form a conga line and conga from one end of the room to another
(5 points; bonus 10 points if anyone joins you)

APPENDIX P

The One-Minute Paper
Phase One: Session Three

Instructions for instructor: Print out two copies of “The One-Minute Paper” per page, creating half sheets. Handout the half sheets to participants. Have the participants reflect on the prompts (without writing) for one minute. Then, have the participants respond to the prompts for one minute.

In concise, well-planned sentences, please answer the questions below:

1. Without looking at your notes, what would you say was the most stimulating idea discussed in today’s class?

2. Is there anything you wish you could learn more about?

3. Is there anything you did not understand from today’s session?

Adapted from: <https://www.mghihp.edu/faculty-staff-faculty-compass-teaching-teaching-strategies/examples-classroom-assessment-techniques>

Adapted from: <http://provost.tufts.edu/celt/files/MinutePaper.pdf>

Adapted from: <http://oncourseworkshop.com/self-awareness/one-minute-paper/>

APPENDIX Q

The One-Minute Paper

Phase One: Session Four

Instructions for instructor: Print out two copies of “The One-Minute Paper” per page, creating half sheets. Handout the half sheets to participants. Have the participants reflect on the prompts (without writing) for one minute. Then, have the participants respond to the prompts for one minute.

In concise, well-planned sentences, please answer the questions below:

1. How can the first semester of Phase One be improved?

2. Are there any topics that are not included in Phase One, but you believe should be?

3. Any additional comments?

Adapted from: <https://www.mghihp.edu/faculty-staff-faculty-compass-teaching-teaching-strategies/examples-classroom-assessment-techniques>

Adapted from: <http://provost.tufts.edu/celt/files/MinutePaper.pdf>

Adapted from: <http://oncourseworkshop.com/self-awareness/one-minute-paper/>

APPENDIX R

Play Money

APPENDIX S

The One-Minute Paper

Phase One: Session Five

Instructions for instructor: Print out two copies of “The One-Minute Paper” per page, creating half sheets. Handout the half sheets to participants. Have the participants reflect on the prompts (without writing) for one minute. Then, have the participants respond to the prompts for one minute.

In concise, well-planned sentences, please answer the questions below:

1. What did you find useful about today’s session?

2. What would you still like to know more about?

3. Do you have any other comments?

Adapted from: <https://www.mghihp.edu/faculty-staff-faculty-compass-teaching-teaching-strategies/examples-classroom-assessment-techniques>

Adapted from: <http://provost.tufts.edu/celt/files/MinutePaper.pdf>

Adapted from: <http://oncourseworkshop.com/self-awareness/one-minute-paper/>

APPENDIX T

Leadership Quotes

1. "Innovation distinguishes between a leader and a follower." – Steve Jobs
2. "Leadership is not about the next election, it's about the next generation." – Simon Sinek
3. "The art of communication is the language of leadership." – James Humes
4. "Leadership is practiced not so much in words as in attitude and in actions." – Harold S. Geneen
5. "Leadership is not about a title or a designation. It's about impact, influence and inspiration. Impact involves getting results, influence is about spreading the passion you have for your work, and you have to inspire team-mates and customers." – Robin S. Sharma
6. "A leader is one who knows the way, goes the way, and shows the way." – John C. Maxwell
7. "If your action inspire others to dream more, learn more, do more and become more you are a leader." – John Quincy Adams
8. "A leader is a dealer in hope." – Napoleon Bonaparte
9. "The quality of a leader is reflected in the standards they set for themselves" – Ray Kroc
10. "Leadership is the capacity to translate vision into reality." – Warren Bennis
11. "Leadership is the other side of coin of loneliness, and he who is a leader must always act alone, and acting, accept everything alone." – Ferdinand Marcos
12. "Leadership does not depend on being right." – Ivan Illich
13. "Leadership is a privilege to better the lives of others. It is not an opportunity to satisfy personal greed." – Mwai Kibaki
14. "Actions not word, are the ultimate results of leadership." – Bill Owens
15. "To succeed one must be creative and persistent." – John H. Johnson
16. "I don't know other way to lead but by example." – Don Shula
17. "Leadership is a choice not a position." – Stephen Covey
18. "Leadership is unlocking people's potential to become better." – Bill Bradley
19. "Leadership is about taking responsibility, not making excuses." – Mitt Romney
20. "Surround yourself with a trusted and loyal team. It makes all the difference." – Alison Pincus
21. "Leadership is the ability to guide others without force into a direction or decision that leaves them still feeling empowered and accomplished." – Marissa Meyer
22. "Your job as leader is to stay as close in touch as possible with those closest to the action." – Kat Cole
23. "I learned to always take on things I'd never done before. Growth and comfort do not coexist." – Ginni Rometty
24. "True leadership stems from individuality that is honestly and sometimes imperfectly expressed... Leaders should strive for authenticity over perfection." – Sheryl Sandberg
25. "As a leader, it's a major responsibility on your shoulders to practice the behavior you want others to follow." – Himanshu Bhatia

Adapted from: https://www.brainyquote.com/lists/topics/top_10_leadership_quotes

Adapted from: <http://wisetoast.com/50-inspiring-leadership-quotes/>

Adapted from: <https://www.inc.com/marcel-schwantes/20-leadership-quotes-by-successful-female-entrepreneurs-that-will-make-you-jealo.html>

APPENDIX U

The One-Minute Paper

Phase One: Session Six

Instructions for instructor: Print out two copies of “The One-Minute Paper” per page, creating half sheets. Handout the half sheets to participants. Have the participants reflect on the prompts (without writing) for one minute. Then, have the participants respond to the prompts for one minute.

In concise, well-planned sentences, please answer the questions below:

1. What did you learn from today’s session?

2. What are some questions you still have?

3. Other comments or suggestions:

Adapted from: <https://www.mghihp.edu/faculty-staff-faculty-compass-teaching-teaching-strategies/examples-classroom-assessment-techniques>

Adapted from: <http://provost.tufts.edu/celt/files/MinutePaper.pdf>

Adapted from: <http://oncourseworkshop.com/self-awareness/one-minute-paper/>

APPENDIX V

Communication Style Inventory

COMMUNICATIONS STYLE INVENTORY

This is an informal survey, designed to determine how you usually act in everyday related situations. The idea is to get a clear description of how you see yourself. On the answer sheet, circle A or B in each pair of statements below, which shows the one that **MOST**, describes you.

1. A) I'm usually open to getting to know people personally and establishing relationships with them.
B) I'm not usually open to getting to know people personally and establishing relationships with them.
2. A) I usually react slowly and deliberately.
B) I usually react quickly and spontaneously.
3. A) I'm usually guarded about other people's use of my time.
B) I'm usually open to other people's use of my time.
4. A) I usually introduce myself at social gatherings.
B) I usually wait for others to introduce themselves to me at social gatherings.
5. A) I usually focus my conversations on the interests of the people involved, even if that means straying from the business or subject at hand.
B) I usually focus my conversations on the tasks, issues, business, or subject at hand.
6. A) I'm usually not assertive, and I can be patient with a slow pace.
B) I'm usually assertive, and at times I can be impatient with a slow pace.
7. A) I usually make decisions based on facts or evidence.
B) I usually make decisions based on feelings , experiences or relationships.
8. A) I usually contribute frequently to group conversations.
B) I usually contribute infrequently to group conversations.

9. A) I usually prefer to work with and through others, providing support when possible.
B) I usually prefer to work independently or dictate the conditions in terms of how others are involved.
10. A) I usually ask questions or speak tentatively and indirectly.
B) I usually make empathic statements or directly expressed opinions.
11. A) I usually focus primarily on ideas, concepts, or results.
B) I usually focus primarily on persons, interactions, and feelings.
12. A) I usually use gestures, facial expression, and voice intonations to emphasize points.
B) I usually do not use gestures, facial expressions, and voice intonations to emphasize points
13. A) I usually accept others' points of view (ideas, feelings, and concerns).
B) I usually don't accept others' points of view (ideas, feelings, and concerns)
14. A) I usually respond to risk and change in a cautious or predictable manner.
B) I usually respond to risk and change in dynamic or unpredictable manner.
15. A) I usually prefer to keep personal feelings and thoughts private, sharing only when I wish to do to.
B) I usually find it natural and easy to share and discuss my feelings with others.
16. A) I usually seek out new or different experiences and situations.
B) I usually choose known or similar situations and relationships.
17. A) I'm usually responsive to others' agendas, interests, and concerns.
B) I'm usually directed toward my own agendas, interests and concerns.
18. A) I usually respond to conflict slowly and indirectly.
B) I usually respond to conflict quickly and directly.



ANSWER SHEET

O	G	D	I
1A	1B	2B	2A
3B	3A	4A	4B
5A	5B	6B	6A
7B	7A	8A	8B
9A	9B	10B	10A
11B	11A	12A	12B
13A	13B	14B	14A
15B	15A	16A	16B
17A	17B	18B	18A

TOTALS _____ _____ _____ _____

Total the numbers of items circled in each column and write it on the spaces above.

Now, compare the "O" column with the "G" column and circle the letter that has the highest total.

O or G

Then compare the "D" column with the "I" column and circle the letter that has the highest total.

D or I

So What's the Verdict????



If you circled the G and D, you tend toward being a Controller/Director.

If you circled the O and D, you show many qualities of a Promoter/Socializer.

If you circled the O and I, you're predominantly a Supporter/Relater.

If you circled the G and I, you have lots of Analyzer/Thinker characteristics.

SUPPORTER/RELATER

- Harmonizer
- Values acceptance and stability in circumstances
- Slow with big decisions; dislikes change
- Builds networks of friends to help do work
- Good listener; timid about voicing contrary opinions; concerned for others' feelings
- Easy-going; likes slow, steady pace
- Friendly & sensitive; no person is unlovable
- Relationship Oriented

ANALYZER/THINKER

- Assessor
- Values accuracy in details & being right
- Plans thoroughly before deciding to act
- Prefers to work alone
- Introverted; quick to think and slow to speak; closed about personal matters
- Highly organized; even plans spontaneity!
- Cautious, logical, thrifty approach
- Thoughtful; no problem is too big to ponder
- Idea Oriented

PROMOTER/SOCIALIZER

- Entertainer
- Values enjoyment and helping others with the same
- Full of ideas and impulsive in trying them
- Wants to work to be fun for everyone
- Talkative and open about self; asks others' opinions; loves to brainstorm
- Flexible; easily bored with routine
- Intuitive, creative, spontaneous, flamboyant approach
- Optimist; nothing is beyond hope
- Celebration Oriented

CONTROLLER/DIRECTOR

- Commander
- Values getting the job done
- Decisive risk taker
- Good at delegating work to others
- Not shy but private about personal matters; comes on strong in conversation
- Likes to be where the action is
- Take charge, enterprising, competitive, efficient approach
- Fearless; no obstacle is too big to tackle
- Results Oriented

APPENDIX W

Difficult Conversation Checklist

Before going into the conversation . . . **ask yourself:**

- ✓ What is the purpose of the conversation? What do you want to accomplish?
- ✓ What assumptions are you making?
- ✓ What “buttons” of yours are being pushed?
- ✓ How is your attitude toward the conversation influencing your perception?
- ✓ Who is the opponent? What might they be thinking? Are they aware?
- ✓ What are your needs and fears?
- ✓ How have you contributed to the problem?
- ✓ How has the other person?

APPENDIX X

Opening Line Cheat Sheet

I have something I'd like to discuss with you that I think will help us work together more effectively.

I'd like to talk about _____ with you, but first I'd like to get your point of view.

I need your help with what just happened. Do you have a few minutes to talk?

I need your help with something. Can we talk about it (soon)? If the person says, "Sure, let me get back to you," follow up!

I'd like to talk about _____. I think we may have different ideas about how to _____.

I'd like to see if we might reach a better understanding about _____. I really want to hear your feelings about this and share my perspective as well.

Adapted from: Douglas Stone, Bruce Patton, and Sheila Heen's *Difficult Conversations* (1999)

APPENDIX Y

The One-Minute Paper
Phase One: Session Seven

Instructions for instructor: Print out two copies of “The One-Minute Paper” per page, creating half sheets. Handout the half sheets to participants. Have the participants reflect on the prompts (without writing) for one minute. Then, have the participants respond to the prompts for one minute.

In concise, well-planned sentences, please answer the questions below:

1. Summarize the main point of today’s session in one sentence.

2. What questions remain unanswered regarding today’s session?

3. Do you have another other comments?

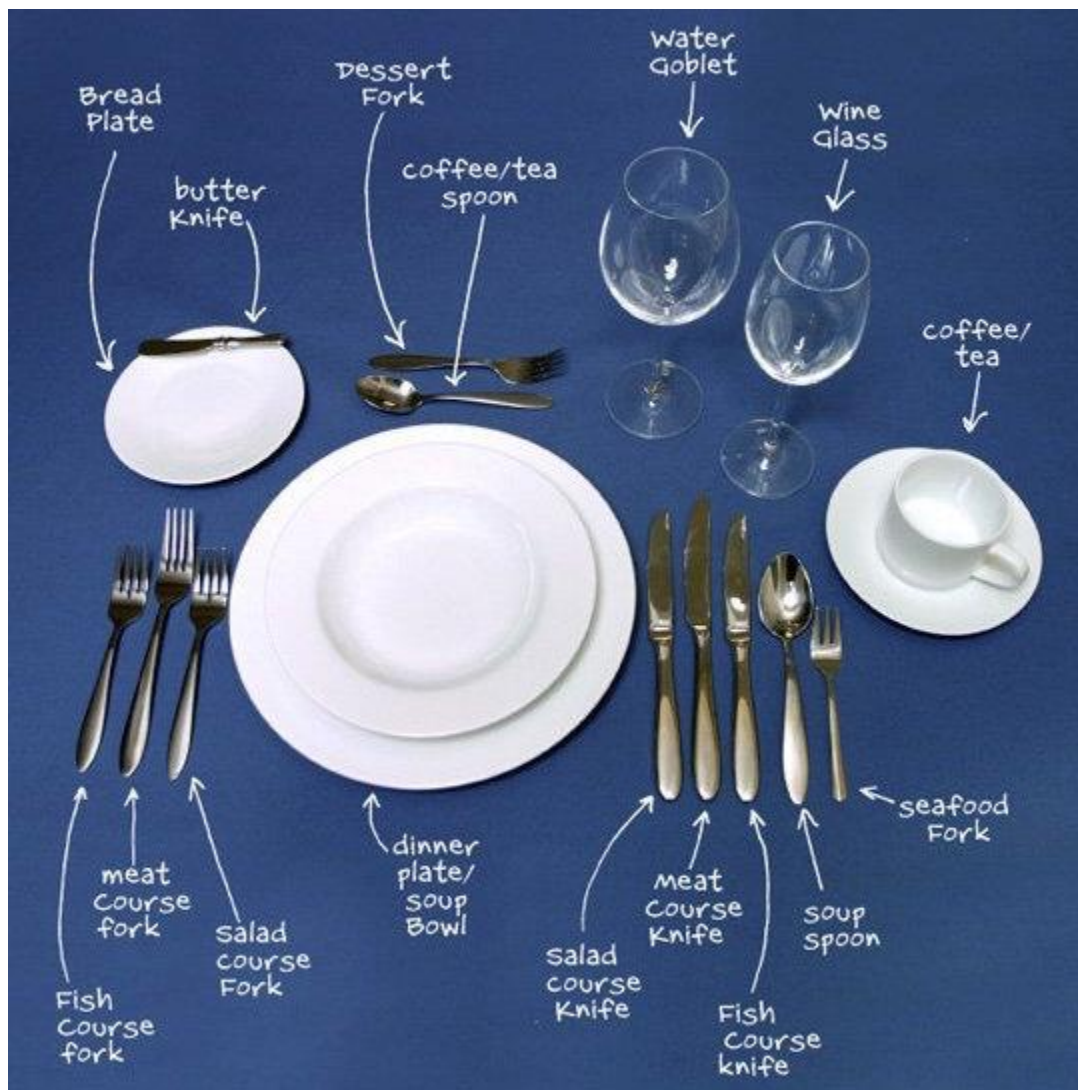
Adapted from: <https://www.mghihp.edu/faculty-staff-faculty-compass-teaching-teaching-strategies/examples-classroom-assessment-techniques>

Adapted from: <http://provost.tufts.edu/celt/files/MinutePaper.pdf>

Adapted from: <http://oncourseworkshop.com/self-awareness/one-minute-paper/>

APPENDIX Z

Table Setting Diagram



Retrieved online from: <https://www.10forward.ae/business-etiquette-101-the-ultimate-guide-to-surviving-your-next-business-dinner/>

APPENDIX AA

Phase Two: Session Timeline

	Cohort A	Cohort B
Week 1	Topic 1: Motivation	
Week 2		Topic 5: Wellness
Week 3	Topic 1: Motivation	
Week 4		Topic 5: Wellness
Week 5	Topic 2: Stress Management	
Week 6		Topic 6: Leadership
Week 7	Topic 2: Stress Management	
Week 8		Topic 6: Leadership
Week 9	Topic 3: Passion	
Week 10		Topic 7: Interviewing
Week 11	Topic 3: Passion	
Week 12		Topic 7: Interviewing
Week 13	Topic 4: Problem Solving and Semester Wrap-Up	
Week 14		Topic 8: Career Exploration and Phase Two Wrap-Up
Week 15	Topic 4: Problem Solving and Semester Wrap-Up	
Week 16		Topic 8: Career Exploration and Phase Two Wrap-Up

Table Key:	Cohort Meeting	Mentor Meeting
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APPENDIX AB

Love Languages Assessment

Your Love Language Profile Quiz

For each pair, pick the option that best reflects your preferences.

- I like to receive notes of affirmation. A
- I like to be hugged. E
- I like to spend one-to-one time with a person who is special to me. B
- I feel loved when someone gives practical help to me. D
- I like it when people give me gifts. C
- I like leisurely visits with friends and loved ones. B
- I feel loved when someone I love or admire puts their arm around me. E
- I feel loved when I receive a gift from someone I love or admire. C
- I like to go places with friends and loved ones. B
- I like to high-five or hold hands with people who are special to me. E
- I like to be told that I am appreciated. A
- I like for a person to look at me when we are talking. B
- I like when people give me cards, flowers, or other small tokens. C
- I feel loved when people affirm me. A
- Words of acceptance are important to me. A
- I know someone loves me when they help me. D
- What someone does affects me more than what he or she says. D
- Hugs make me feel connected and valued. E
- Would you help me cook dinner? D
- I like going fun places with you! B
- I've got a surprise for you. C
- We can make something really cool together. D
- How did you know how to do that? You're brilliant. A
- I can't wait to give you your present! C
- Would you like for me to scratch your back? E
- Let's spend the day doing whatever you want to do. B
- I feel loved when people do things to help me. D

Your Love Language Profile Quiz

- I feel loved when people give me a reassuring handshake or hug. E
- I value praise and try to avoid criticism. A
- Several small gifts mean more to me than one large gift. C
- I need physical contact with people everyday. E
- I need words of encouragement and affirmation everyday. A
- I know a person is thinking of me when they give me a gift. C
- I feel loved when a person helps me with my chores or tasks. D
- I really enjoy the feeling I get when someone gives me undivided attention. B
- I really enjoy the feeling I get when someone does some act to serve me. D
- I like for people to cross the street to shake hands or hug when they see me. E
- I like when people listen to me, showing genuine interest in what I'm saying. B
- I feel loved when someone celebrates my birthday with a gift. C
- I feel loved when someone celebrates my birthday with meaningful words. A

Love Languages Tally Sheet

	A	B	C	D	E
Tally					
Total					

A means...

B means...

C means ...

D means...

E means...

Your Love Language Profile Quiz

5 Love Languages

- A) Words of affirmation** – These are the ways you express your gratitude, and even your needs to someone else in a positive manner, such as: “I appreciate your help running skit lines when I was sick;” “I really appreciate you doing such a good job with your small groups.”
- **Verbal compliments** – “Your enthusiasm in the mornings at orientation has been excellent;” “Thank you for answering my questions about Mason. I’m really excited about coming here in the Fall;” “I’m sure your small group members really love you.”
 - **Encouraging words** – “I know you’ll do great;” “You’ve got great potential;” “Keep it up”
 - **Kind words** – Said in a kind and gentle tone of voice: “I care about you;” “I hope we can learn from this experience;” “You’re not a failure just because you failed;” “I know you can”
 - **Humble words** – Making requests, not demands: “I really liked it when you were on time for PL training, do you think you can do it again;” “Do you think it would be possible to swap duties farther in advance next time;” “I’d really like it if we could talk about this and find a solution.”
- B) Quality Time** – Time spent with another person with your undivided attention focused on them. This can happen in groups, but it is a little more difficult. **Togetherness** (focused attention) and **Quality Conversation** (focused not on what you’re saying, but what you’re hearing) are 2 types of Quality Time.
- **Sitting around and talking (TV off)** – Maintain eye contact; don’t listen and do something else at the same time; listen for feelings; observe body language; refuse to interrupt
 - **Taking a walk or going somewhere together**
 - **Playing games**
 - **Doing something you mutually enjoy**
- C) Receiving Gifts** – A gift is any tangible item that reminds you that someone was thinking of you when they gave it to you. These gifts don’t have to cost any money or take a lot of time to create. They just have to show thoughtfulness and remind them that you care.
- **A handmade or store-bought card**
 - **Candy**
 - **Flowers**
 - **Snack or a meal**
- D) Acts of Service** – This is a way of expressing love or care for someone by serving them, doing something for them, or helping them to accomplish a task without expecting anything in return. Sometimes, actions can speak much louder than words.
- **Bringing someone coffee**
 - **Cleaning up a mess**
 - **Putting up someone else’s posters**
 - **Volunteering when someone is asking for help or input**

Your Love Language Profile Quiz

E) Physical Touch – This last love language is pretty simple: it is expressing love by having some sort of positive physical contact with another person. Physical touch can be especially important in times of high stress or in some crisis situations.

- **Hugs**
- **High Fives**
- **Handshakes**
- **Pats on the back**
- **Massages**

Adapted from:

<https://studentlife.mit.edu/sites/default/files/Love%20Languages%20Activity%20.pdf>

APPENDIX AC

The One-Minute Paper
Phase Two: Self-Awareness

Instructions for instructor: Print out two copies of “The One-Minute Paper” per page, creating half sheets. Handout the half sheets to participants. Have the participants reflect on the prompts (without writing) for one minute. Then, have the participants respond to the prompts for one minute.

In concise, well-planned sentences, please answer the questions below:

1. Summarize the main point of today’s session in one sentence.

2. What questions remain unanswered regarding today’s session?

3. Do you have another other comments?

Adapted from: <https://www.mghihp.edu/faculty-staff-faculty-compass-teaching-teaching-strategies/examples-classroom-assessment-techniques>

Adapted from: <http://provost.tufts.edu/celt/files/MinutePaper.pdf>

Adapted from: <http://oncourseworkshop.com/self-awareness/one-minute-paper/>

APPENDIX AD

The One-Minute Paper

Phase Two: Stress Management

Instructions for instructor: Print out two copies of “The One-Minute Paper” per page, creating half sheets. Handout the half sheets to participants. Have the participants reflect on the prompts (without writing) for one minute. Then, have the participants respond to the prompts for one minute.

In concise, well-planned sentences, please answer the questions below:

1. Without looking at your notes, what would you say was the most stimulating idea discussed in today’s class?

2. Is there anything you wish you could learn more about?

3. Is there anything you did not understand from today’s session?

Adapted from: <https://www.mghihp.edu/faculty-staff-faculty-compass-teaching-teaching-strategies/examples-classroom-assessment-techniques>

Adapted from: <http://provost.tufts.edu/celt/files/MinutePaper.pdf>

Adapted from: <http://oncourseworkshop.com/self-awareness/one-minute-paper/>

APPENDIX AE

The Passion Test

INSTRUCTIONS

START: Spend a few minutes to consider the open-ended phrases on these pages. Then write your simple, honest responses in the circles. If you feel your responses missed the mark the first time, repeat the test until it feels right. You might find your responses varying greatly from jumping dancing to reading autobiographies to rock climbing, for example, and that's OK, just complete the phrases as honestly as you can.

REFINE: Now you'll trim your list to the top five activities that will make your life fulfilling. Begin with your first completed Phrase 1 and compare it with your response for your completed Phrase 2. If you could have one or the other, which would you choose? (If it's not clear, close your eyes and imagine you're living Phrase 1 full-out and Phrase 2 is nonexistent. Then imagine you're living Phrase 2 full-out and 1 is absent. Which feels better?)

Put your finger on the circle you choose and continue to 3, repeat the process through the last circle (you'll probably need to use both hands). Whichever your finger ends up after that last circle is your No. 1 passion. Write that one in the first blank line at the top of the opposite page and draw an X through that circle. Now repeat the process four times, always skipping the marked-out circles as you compare your responses in each circle, and write down the last one in the blank lines.

You've just discovered your top five passions.

The **PASSION TEST** for **SUCCESS**

My top passions are: _____

START HERE

1

My dream as a child was...

2

If I had a week to do anything I wanted to do, I would...

3

One thing you'd never guess about me is...

4

I'm the one everyone calls for when...

5

If I received the Nobel Prize, it would be for...

6

My fantasy career would be...

7

Time freedom for me means...

8

If I entered a talent show, I would perform...

9

What gets me passionately out of bed in the morning is...

10

The things people always compliment me on are...

11

I feel something akin to a "runner's high" when I'm...

12

If I starred in a TV show in which I taught a skill, it would be...

Just Bray Atwood and Chris Atwood are co-authors of the New York Times best-seller The Passion Test: The Effortless Path to Discovering Your Life Purpose (ThePassionTest.com).

Retrieved online from: http://go.success.com/digital-downloads/PassionTest_SM1309.pdf

APPENDIX AF

The One-Minute Paper

Phase Two: Passion

Instructions for instructor: Print out two copies of “The One-Minute Paper” per page, creating half sheets. Handout the half sheets to participants. Have the participants reflect on the prompts (without writing) for one minute. Then, have the participants respond to the prompts for one minute.

In concise, well-planned sentences, please answer the questions below:

1. What did you learn from today’s session?

2. What are some questions you still have?

3. Other comments or suggestions:

Adapted from: <https://www.mghihp.edu/faculty-staff-faculty-compass-teaching-teaching-strategies/examples-classroom-assessment-techniques>

Adapted from: <http://provost.tufts.edu/celt/files/MinutePaper.pdf>

Adapted from: <http://oncourseworkshop.com/self-awareness/one-minute-paper/>

APPENDIX AG

The One-Minute Paper
Phase Two: Problem Solving

Instructions for instructor: Print out two copies of “The One-Minute Paper” per page, creating half sheets. Handout the half sheets to participants. Have the participants reflect on the prompts (without writing) for one minute. Then, have the participants respond to the prompts for one minute.

In concise, well-planned sentences, please answer the questions below:

1. Summarize the main point of today’s session in one sentence.

2. How could we improve this session??

3. Do you have another other comments?

Adapted from: <https://www.mghihp.edu/faculty-staff-faculty-compass-teaching-teaching-strategies/examples-classroom-assessment-techniques>

Adapted from: <http://provost.tufts.edu/celt/files/MinutePaper.pdf>

Adapted from: <http://oncourseworkshop.com/self-awareness/one-minute-paper/>

APPENDIX AH

The Wellness Wheel

Retrieved online from: <http://www.clarion.edu/student-life/health-fitness-and-wellness/office-of-health-promotions/wellness-wheel.html>

APPENDIX AI

The One-Minute Paper

Phase Two: Wellness

Instructions for instructor: Print out two copies of “The One-Minute Paper” per page, creating half sheets. Handout the half sheets to participants. Have the participants reflect on the prompts (without writing) for one minute. Then, have the participants respond to the prompts for one minute.

In concise, well-planned sentences, please answer the questions below:

1. What are the two most significant things you have learned during today’s session?

2. Is there anything you did not understand?

3. Any additional comments?

Adapted from: <https://www.mghihp.edu/faculty-staff-faculty-compass-teaching-teaching-strategies/examples-classroom-assessment-techniques>

Adapted from: <http://provost.tufts.edu/celt/files/MinutePaper.pdf>

Adapted from: <http://oncourseworkshop.com/self-awareness/one-minute-paper/>

APPENDIX AJ

The One-Minute Paper

Phase Two: Leadership

Instructions for instructor: Print out two copies of “The One-Minute Paper” per page, creating half sheets. Handout the half sheets to participants. Have the participants reflect on the prompts (without writing) for one minute. Then, have the participants respond to the prompts for one minute.

In concise, well-planned sentences, please answer the questions below:

1. What would you still like to know more about?

2. How can we improve the connected topic (leadership) between Phase One and Phase Two?

3. Any additional comments?

Adapted from: <https://www.mghihp.edu/faculty-staff-faculty-compass-teaching-teaching-strategies/examples-classroom-assessment-techniques>

Adapted from: <http://provost.tufts.edu/celt/files/MinutePaper.pdf>

Adapted from: <http://oncourseworkshop.com/self-awareness/one-minute-paper/>

APPENDIX AK

The One-Minute Paper

Phase Two: Interviewing

Instructions for instructor: Print out two copies of “The One-Minute Paper” per page, creating half sheets. Handout the half sheets to participants. Have the participants reflect on the prompts (without writing) for one minute. Then, have the participants respond to the prompts for one minute.

In concise, well-planned sentences, please answer the questions below:

1. What was your biggest take away from this topic?

2. How will you prepare for future interviews?

3. Any additional comments?

Adapted from: <https://www.mghihp.edu/faculty-staff-faculty-compass-teaching-teaching-strategies/examples-classroom-assessment-techniques>

Adapted from: <http://provost.tufts.edu/celt/files/MinutePaper.pdf>

Adapted from: <http://oncourseworkshop.com/self-awareness/one-minute-paper/>

APPENDIX AL

The One-Minute Paper

Phase Two: Career Exploration

Instructions for instructor: Print out two copies of “The One-Minute Paper” per page, creating half sheets. Handout the half sheets to participants. Have the participants reflect on the prompts (without writing) for one minute. Then, have the participants respond to the prompts for one minute.

In concise, well-planned sentences, please answer the questions below:

1. What would you still like to know more about?

2. What career exploration tool do you plan to use? Please explain.

3. Any additional comments?

Adapted from: <https://www.mghihp.edu/faculty-staff-faculty-compass-teaching-teaching-strategies/examples-classroom-assessment-techniques>

Adapted from: <http://provost.tufts.edu/celt/files/MinutePaper.pdf>

Adapted from: <http://oncourseworkshop.com/self-awareness/one-minute-paper/>

APPENDIX AM

Phase One Topic Ranking Sheet for Phase Three Participants**Name:** _____**Email:** _____**Below, list the Phase One topics in order from 1-8 (1 = most preferred, 8 = least preferred).****Topics:**

- Meet the Cohort
- Self-Awareness
- Time Management
- Service Project
- Personal Finance
- Leadership and Assertiveness
- Difficult Conversations and Communication Skills
- Etiquette Dinner

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____